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# The Playground

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JANUARY, 1926

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Teaching Children to Fight . . . . By *George Ellsworth Johnson*

Recreation for British Miners . . . . By *Commander B. T. Coote*

Bread and Play . . . . . By *Otto T. Mallory*

Music Developments

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Some of the Congress Questions and Answers

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# The Playground

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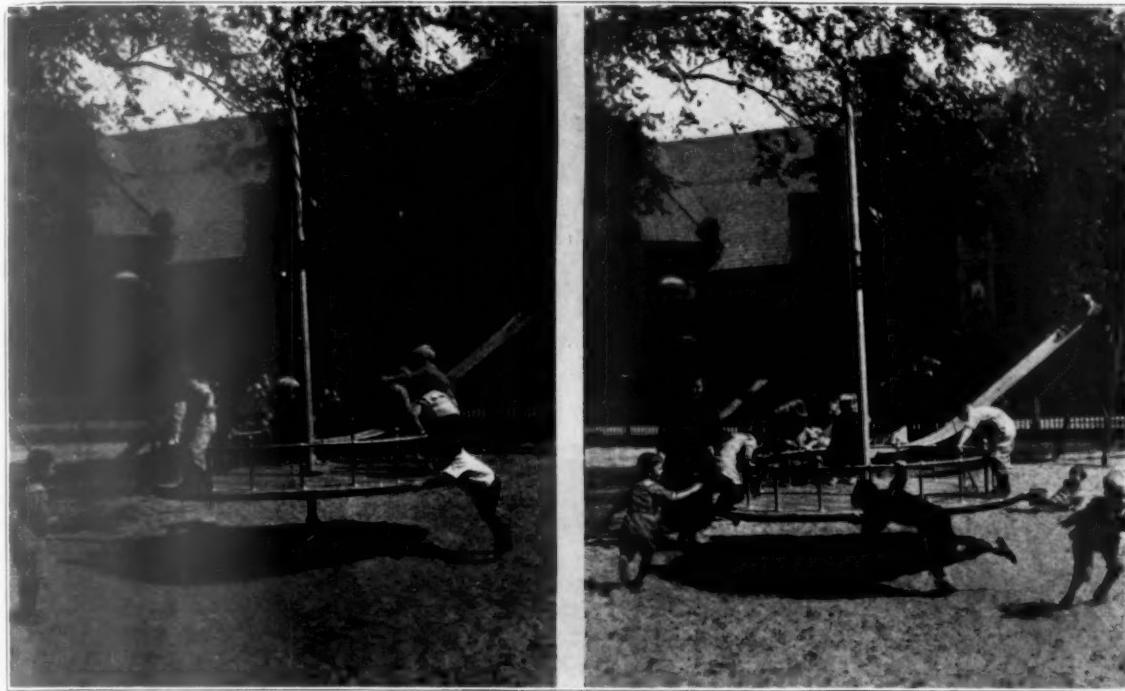
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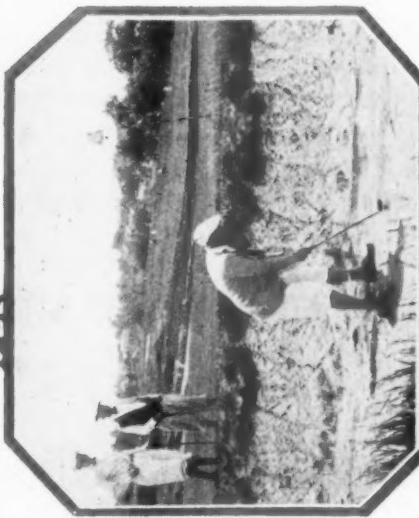
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# The Playground

VOL. XIX, No. 10

JANUARY, 1926

## The World at Play

**Geneva Address in Print.**—The address of Otto T. Mallery before the first Congress on Child Welfare held in Geneva last summer is now available in pamphlet form as Document No. 126 of the Proceedings.

**An Active Girls' Club.**—A very busy club is the Community Club for Girls maintained at Mead Community House, Rutland, Vermont. The Community Club Bulletin reports classes in Arts and Crafts, Basketry, Needlecraft, Dressmaking, Drama, Home and Practical Nursing, Current Events, Typewriting, Candy Making, Welfare Sewing and Millinery.

Recreation is an important part of the program and the schedule for 1925-26 calls for ten Club Programs, two Dramatic Class Programs, fourteen Outside or Special Talent Programs and three dances.

**New Publications for the Athletic Library.** A number of Official Guides for the new year have been issued in Spalding's Athletic Library (American Sports Publishing Company), among them the Basketball Guide with official rules (35 cents), the Intercollegiate Soccer Guide with National Collegiate Athletic Association Soccer Rules (25 cents), and the Official Basketball Guide for Women containing the revised rules as adopted by the American Physical Education Association through its committee on Women's Basketball of the National Committee on Women's Athletics.

**Directory of Psychiatric Clinics for Children in the United States.**—In connection with the program and publications of the Joint Committee on Methods of Preventing Delinquency, 50 East 42nd Street, New York City, it has been found desirable to assemble information regarding existing facilities for psychiatric service to children. The result has been the compilation of a directory which may be secured at 50 cents a copy.

**Constantinople Playground.**—In 1924, the first playground in Constantinople was organized by a joint committee of the American Junior Red Cross, the American Mission, and the Young Women's Christian Association. During 1924 and 1925 girls trained in the Young Women's Christian Association recreation leaders' course, have acted as supervisors.

**Normal Course in Play Used in Russia.**—An order for five copies of the Normal Course in Play has been received by A. S. Barnes & Company from Moscow, Russia. In ordering the material the writer states that the demand for books on recreation and physical education is very extensive in the Union of Soviet Socialist Republics.

**Recreation for Recreation Workers.**—Last summer several socials were held for the staff of the Recreation Bureau of Scranton, Pennsylvania, including a dance at Camp Sunshine, a weiner roast and a dinner party. These affairs helped greatly in developing an esprit de corps among staff members.

**Playgrounds, Rio de Janeiro.**—The mayor of Rio de Janeiro, announces a recent bulletin from the Children's Bureau, was authorized last June to establish ten public playgrounds for children in open squares in different parts of the city, with the provision that he might open as many more as he should consider wise. The playgrounds are to be adequately equipped for gymnastics and for tennis and other sports, and the cost will be met by taxation.

**Qualifications for Playground Workers.**—A system of selecting applicants for playground leadership, founded on a survey made of successful play directors in the past year, has been devised by Floyd Rowe, director of physical education of the Cleveland public schools. Common qualifications for play directors were found to be

a score of 150 or more in intelligence tests, two years of education beyond high school, and participation in dramatics, music and similar activities in college. These plus trained intelligence, versatility and good judgment, combined with comradeship with children, constitute, Mr. Rowe believes, a basis for splendid work among young people.

**N. Y. P. S. A. L. Loses Head.**—Dr. A. K. Aldinger, formerly Secretary of the New York Public Schools Athletic League, has accepted a position as a member of the faculty of the University of Vermont.

**For Cooperation with Extension Departments.**—A specialist in adult education has recently been appointed in the Interior Department, Bureau of Education. This office was provided for by Congress during its last session in response to a popular demand. Work projected includes immigrant education, home education through reading courses, factory education, and prison education, in cooperation with extension departments of universities in the various states.

**Soap Sculpture.**—Eight hundred dollars was awarded in the second annual competition in soap sculpture conducted by Procter and Gamble. The awards were made December first at the Art Center, New York City. The large number of contestants, twelve hundred, and the attention and interest shown throughout the country by superintendents of schools and art instructors proves that this new medium of carving has received unusual favor at the hands of those who are striving to increase the general appreciation of plastic form as a means of artistic expression in students of all ages. From the schools of Harrisburg, Pennsylvania, eighty-three pieces were received in one consignment, while from Kalamazoo schools came seventy-eight pieces.

**Municipal Golf in Norfolk.**—Norfolk, Virginia, has made a remarkable record in the conduct of its nine hole municipal golf course. The construction of this course involved an expenditure of a little over \$12,000. More than 44,000 games were played in the five months' period from May until September, the income from them practically paying the cost of constructing the course.

A new course of nine holes has been given the city by one of the country clubs for an outlay of

\$1.00 per year. In addition, several miles from the present golf course near the famous Princess Ann Country Club, a new eighteen hole golf course has been authorized, to be under the control of the Recreation Department, Bureau of Public Welfare.

**Harvest Parties.**—A series of social events, called Harvest Parties, was held during November by the Irene Kaufmann Settlement of Pittsburgh, of which Sidney A. Teller is director. Dancing, entertainment and refreshments made up the program.

**Winter Baseball in Sacramento.**—Under the auspices of the Recreation Department of Sacramento, the city enjoyed, on November 8th, a Winter Baseball League parade in which thirty-five teams with their followers took part. Each team had distinguishing costumes and insignia which were interesting and amusing. The Grey's Pharmacy team carried a big bottle of pills with a sign *Pills for the Enemy*. The H. S. Crocker team had a mimeograph winding out the schedules of the winter leagues. The Fireman's Band, the Fife and Drum Corps of the Veterans of Foreign Wars and the Boys' Band furnished the music.

Forty teams have entered the league and it is estimated that one hundred will have joined before the season is over.

**After Two Years of Work.**—In November, 1923, the Port Chester Recreation Commission and Community Service began the promotion of a plan whereby a dam might be constructed at Byram River, making possible a swimming pool and skating place for Port Chester. As other communities were involved, it was necessary to secure a petition with 75 signatures from East Port Chester and the passing of a bill through Congress because of the navigable waters of the Byram River.

At a meeting of the Greenwich Town Board on November 21st, the project of the dam was passed and plans for construction with Port Chester were adopted.

**A New Park for Middletown.**—Middletown, New York, has just accepted from Dr. Fancher fifty-six acres of land for a park. This with a smaller park which the city owns makes a total of fifty-nine acres.

The city has made an appropriation of \$3,000 to start development.

**A New Playground for Los Angeles.**—Griffith Park, Los Angeles, now chiefly noted for its golf course, is to be converted into one of the most beautiful playgrounds in the United States, according to Frank Sharer, Superintendent of the Park Department. Among the plans contemplated are the control of the Los Angeles River by the construction of concrete banks; two one hundred feet highways on each side of the river; a bird sanctuary, the isolation of certain places for picnics with benches and fire places and the construction of a pony nine hole golf course.

**Progress in Kenosha, Wisconsin.**—Recreation activities in Kenosha, Wis., have materially increased during the past year. At the evening recreation centers, the large number of spectators of the past two years has changed instead to a large number of participants. Last year twelve special activities were presented whereas this year thirty-six were successfully completed and planned as an annual occurrence. More than 500 young people learned how to swim and dive at the municipal pier during the summer.

**Some Fort Worth Activities.**—One of the free activities of the Public Recreation Board of Fort Worth, Texas, was a State Croquet Meet, to which thirteen towns and cities sent teams. Four new courts were constructed for the players. At noon a basket lunch was spread.

During one month 5,166 games were played on the municipal golf links, an increase of 39 per cent. over the same month in 1924.

**At Santa Monica.**—Santa Monica, California, has employed Robert Munsey, who has had long experience in the recreation field, to serve as director of physical education and recreation for the public schools and community service. In October Mr. Munsey directed six elementary school playgrounds and two junior high school playgrounds from 3:20 to 5 o'clock on school days. In the near future there will be in operation two community centers. The city is erecting a \$25,000 recreation center which has been made possible through a gift to the city by one of its early pioneers.

**A Stadium in Sight for Johnstown, Pa.**—A bond issue amounting to \$250,000 for the erection and construction of a stadium was approved by the voters of Johnstown, Pa., on last Election Day, November 3rd. The City Council is plan-

ning to go ahead with the construction so that the stadium will be ready for baseball next spring. It will have a seating capacity of from 15,000 to 17,000. The Point upon which the stadium is to be built was dedicated to the town 125 years ago by Joseph Johns, founder, to be used for amusement purposes. The old charter, which was unearthed at the City Hall reads "That all that piece of ground called the Point, lying between the said town and the junction of the two rivers or creeks aforesaid, shall be reserved for commons and public amusements for the use of the said town and its future inhabitants for ever." A bond issue of \$1,250,000 for schools was also voted at this election.

**Financing Community Celebrations.**—The *Boston Herald* for Wednesday, November 11, 1925, gives the report of the Boston Finance Committee's findings with reference to several local celebrations of special occasions in Boston. The City of Boston has spent \$830,218 on holiday celebrations since 1912. The question was raised as to how much gain there has been in placing the celebrations under the control of local district committees. The City urges that the City of Boston adopt, except in cases of exceptional celebrations, a fixed amount for each holiday, graded according to the importance of the day. The fund set aside for celebrations should be used for strictly legitimate objects and should be properly accounted for.

**Radio Play Contest.**—WLS, the Sears Roebuck Agricultural Foundation, Chicago, and the Drama League of America are conducting a National Radio Play Contest, under the leadership of Stuart Walker. Full information may be obtained from WLS or the Drama League of America, 59 East Van Buren Street, Chicago, Ill.

**Drama Conference at Carnegie.**—The Department of Drama of the Carnegie Institute of Technology was recently host to a distinguished group of drama workers from colleges and little theaters and patrons of the art. Among the speakers were: Otto H. Kahn of New York; President Thomas S. Baker of Carnegie Institute of Technology; Brook Pemberton, New York producer; Dr. Rudolf Kommer, who is Max Reinhardt's assistant in New York; Richard Boleslavsky, formerly of the Moscow Art Theater and now director of the American Laboratory Theater in New York, and Samuel Harden

Church, President of the Board of Trustees of Carnegie Institute; George P. Baker, Chairman of the Department of Drama in Yale University; Thomas Wood Stevens, head of the Drama Department of the Kenneth Sawyer Goodman Memorial Theater, Chicago; Payne, head of the Department of Drama at Carnegie "Tech," and E. C. Mabie, head of the Department of Speech, Iowa State University.

#### Drama Tournament in Westchester County.

—One of the most recent undertakings of the Westchester County Commission is the organization of a drama tournament. A brief study made recently of the situation showed more than a dozen groups of community players in various communities of the county, and a meeting of representatives from these groups held under the auspices of the Commission resulted in an enthusiastic decision to form an executive committee with one representative from each dramatic organization to draw up plans for a tournament which will be held in the early spring.

**Municipal Theaters Increasing.**—That the municipal theater idea is becoming increasingly popular in this country is evident from a recent item in the *New York Times* which reports activities along this line in a number of our larger cities. The seventh municipal theater season of light opera in Forest Park, St. Louis, ended on August 15th, last, with a performance of *The Merry Widow*, the twelfth production of the summer, and a season of grand opera opened on August 20th. The city of Cleveland sent its Commissioner of Parks to study the situation in St. Louis, with a view to erecting a municipal theater in Cleveland similar to that in Forest Park. Memphis gave its first season of civic opera this last summer, and Salt Lake City presented its second annual civic opera in August. In Los Angeles and San Francisco municipal grand opera season opened in September, and in Dallas the matter of organizing a civic opera company is being discussed.

**One of the Congress Telegrams.**—On behalf of the American Federation of Labor, I wish to express deep appreciation for the constructive service rendered by the Playground and Recreation Association of America in the development of a better citizenry. Recreation is necessary to intellectual and spiritual vigor as well as physical health. Organized planning and administration

are needed to make available the necessary opportunities.

Labor appreciates the achievements of your Association in this field and confidently hopes the sessions of your annual congress will mark the beginning of a period of wider activity and richer achievements.

Sincerely yours,  
(Sd) Wm. GREEN, President,  
American Federation of Labor.

**For Children's Safety.**—The Massachusetts Safety Council sent out a State-wide appeal for the largest possible use of public playgrounds during August. Commenting upon the statement of the registrar of motor vehicles, that of nineteen persons killed on the highways last week only four were children, Lewis E. MacBrayne, general manager of the council said today:

"The seven months ending August first records a reduction in children's fatalities, though there is an increase in fatal motor vehicle accidents to adults. One hundred and fifty playgrounds in twenty cities are now giving safety instruction in cooperation with our campaign to reduce accidents to children. August is a month of great danger on the highway. Send your younger children to the playgrounds."

**Scholarships in Safety Education.**—The National Bureau of Casualty and Surety Underwriters, 120 West 42nd Street, New York City, recently announced that, as the latest constructive step in the solution of the traffic problem, it would establish three University Scholarships of \$1,000 each for the study of safety education.

The winners of the scholarships have been announced and the subjects of the three theses are as follows: "The creation of subject matter for safety instruction in the elementary schools," "The preparation of a course of study in safety education for the use of normal schools," and "A study of the relative importance of positive vs. negative methods of instruction in the field of safety education."

**The Fifth National Safety Campaign.**—The Highway Education Board, Washington, D. C., in connection with its fifth annual safety campaign is conducting an essay contest. School pupils in the fifth, sixth, seventh and eighth grades, fourteen years old and under may compete. The subject of the 500 word essay required is *My School's Share in Highway Safety*. The

contest will close not later than February 24th, 1926. Four hundred and thirty-eight medals and an equal number of cash prizes are offered.

A second contest is open to elementary school teachers who are asked to suggest rules for grading essays and lessons.

Full information may be secured by writing the Highway Education Board, Willard Building, Washington, D. C.

**Chicago Harmonica Contest.**—The sixty playgrounds of the Chicago Board of Education manifested the greatest interest in a recent harmonica contest. Contestants chosen in the finals of eight divisions of juniors and seniors appeared at a department store auditorium to compete for city honors and for prizes furnished by the Hohner Company of New York. Notable citizens of the windy city, acting as judges, confessed themselves put to it to decide. Four leading newspapers ran pictures and articles on the event.

**A Gift to Music Lovers.**—The Late Theodore Presser has left practically all of his \$2,000,000 estate to the Theodore Presser Foundation, to establish scholarships of which there are now 137, aid music students and support the Theodore Presser Home for Retired Music Teachers. Here are the specifications of the will:

The income from this trust fund shall be applied in the discretion of my trustees to provide scholarships and loans for promising students whose educational courses include worthy instructions in music; to increase the value of musical education as given in any present or future institution or institutions by creating suitable buildings for musical instruction exclusively, and to popularize the study of music and to encourage the choice of music as a profession; to administer emergency aid to worthy teachers of music in distress; to sustain a home for retired teachers of music in such a way as aforesaid trustees may determine.

**Making the Best Music Available.**—The Board of School Directors of Johnstown, Pennsylvania, is performing a real service in sponsoring a series of World Famous Artists' Concerts, presenting the various concerts at cost prices, so that they will be within the reach of all. This winter there will be seven concerts, including the following features:

Concert by Gitta Gradova.

A presentation of *Carmen* with orchestra, ballet and chorus.

The Russian Symphonic Choir.

Cleveland Symphony Orchestra.

The Flonzaley Quartette.

Sophie Braslau.

Mischa Elman.

Course tickets for the winter series are to be had at as low a price as \$5.00. A subscription of \$10.00 entitles the holder to the best seats in the house.

**Columbus Day in Boston.**—On October 12th, 1925, under the auspices of the Citizens' Public Celebrations Association, Boston celebrated the 433rd anniversary of the landing of Christopher Columbus.

Following a procession of Pan-American and International groups came a Get-Together Festival at the Parkman Bandstand, on Boston Common. This program included a presentation of the Arrival of Columbus, Reception of the World's People by *Columbus* and *Columbia*, music and an address by Mayor Talbot of Fall River, Massachusetts. As a finale came a pageantry feature, *The Spirits of the Nations* arranged for the city and presented under the supervision of Miss Joy Higgins, Dramatic Director of Community Service.

This program was followed by a flag ceremony on the Athletic Field. Other events of the day included a Municipal Athletic Meet, the annual parade of the Boston Police Department and a parade of the Italian Society of the city.



# Teaching Children to Fight\*

By

GEORGE E. JOHNSON

Joseph Lee, Chairman: A number of years ago I remember reading a very interesting account of a vacation school in the wilds of Northern Massachusetts. I was so much interested that I got the man who was doing it to carry his work on so as to reach the country boy. Later this man was offered a job at running the playgrounds in Pittsburgh. I advised him not to accept it, but being an aspiring person, he accepted it and he made Pittsburgh one of the best playground centers in the country. He has since done many things and has finally degenerated into teaching at Harvard College. Professor George E. Johnson is now going to talk to you on *Teaching Children to Fight*.

Professor Johnson: When I told a friend what my topic for this evening was to be, he said: "It is a great mistake to mislead an audience by the wording of the subject." I sincerely hope no one of you will be misled or antagonized or startled, at least beyond the point of favorable attention, by the way in which the subject is stated. I meant to have it suggest precisely what I think should be regarded as one of the most important of the aims of education.

I realize, of course, that familiar words, while they carry somewhat generally accepted meanings, awaken vastly different thoughts and emotions in those who hear them. Not only on deep and abiding experiences do these differences depend, but also on what psychologists call "frequency" and "recency." "Teaching Children to Fight" will mean to you something rather different, if you have been reading much and lately about Firpo and Dempsey, from the meaning my words will have if you have been reading, say, Paul's Epistles to Timothy. To teach children to fight, to be willing to fight, to teach them to fight "in good nature and without extravagance," and what to fight and what not to fight—this seems to me to be one of the most important of the specific aims of education.

If for the present we conceive the general aim of education to be the "gradual adjustment of the individual to the spiritual possessions of the race"

we may appropriately take time to examine the place that the fighting ideal has had among these spiritual possessions and what the nature of the ideal has been.

## FIGHTING IDEAL EARLY SANCTIONED

Fighting received early sanction in the evolving moral and social standards of men. Primitive man survived as he fought. The ideal was good enough to be put into his religion. The gods were warriors; and heroes of the battlefield became the gods of men of later generations. In the monotheistic religion of the Hebrews, Jehovah is conceived as a warrior. He promises to fight for the children of Israel; he displays terrible wrath at the wickedness of men. All the great religious faiths of the world have been classified by Stratton into irate and martial religions, unangry religions, and religions of anger-supported love. The unangry religions by no means abandon entirely the idea of force and aggression. Vishnu hurls down and destroys the evil-doer. Buddha goes forth to battle with the tempter. Punishment is not entirely banished from the divine purposes, even in the most pacific of these religions. In the place of one hell, Jainism describes fifteen in which there are most excruciating tortures—an inconsistency, in compensation, perhaps, for over-repression of hate and too pacific ideals of conduct towards evildoers. The fighting ideal was certainly well-established in the spiritual possessions of the race bequeathed through religion.

Among the ideals of men not claiming religious sanction, fighting has a conspicuous place also. If all the world loves a lover, hardly less truly does the western world, at least, love a good fighter. No hero of film or of story could pass on any other basis. It is not merely a descent to punning to say that it seems the irony of fate that "pacifist" should end in "fist" and that advocates of pacifism are frequently, in a very true sense, most pugnacious men. Without the stimulus of fighting, Mr. Dooley tells us one often experiences a deep depression of spirits, and he bitterly complains of the dark, dull days when he is truly despondent and feels that he has not an "enemy in all the worl'd." If the next great war does

\*Address given at the Twelfth Recreation Congress held at Asheville, North Carolina, October 5-10, 1925.

wipe out civilization there may still be left someone, perhaps of Celtic origin, who will exclaim, "Sure, it was better than no war at all." In romance, art, and every day ideals, man is shown as a lover of fighting.

It is not strange that the ideal of fighting should have permeated clan, tribal, and national ideals, unhappily affected by the worst influences of the "crowd-mind" yet retaining half-truths of some of the noblest thinking of mankind. We do not need to go to Bernhardi or Nietzsche or to the professional or the sociological militarist to find a statement of these half-truths. As an illustration of the whole-hearted acceptance of the ideal of fighting among the spiritual possessions bequeathed by history, even by the peace-loving and benevolent, let us listen for a moment to the cultured gentleman, lover of art, and master of letters, John Ruskin. Ruskin says of war:

"It is the foundation of all the high virtues and faculties of men. . . . It was very strange to me to discover this; and very dreadful. . . . But I saw it to be quite an undeniable fact. The common notion that peace and the virtues of civil life flourish together I found to be wholly untenable. Peace and the vices of civil life only flourish together. We talk of peace and learning, and of peace and plenty, and of peace and civilization, but I found that those were not the words which the Muse of History coupled together; that on her lips the words were peace and sensuality, peace and selfishness, peace and corruption, peace and death. I found, in brief, that all great nations learned their truth of word and strength of thought in war; that they were nourished in war and wasted in peace, trained by war and betrayed by peace; in a word, that they were born in war and expired in peace."

William James, who rated himself as "squarely in the anti-militarist party," stated fairly and admirably the militarist's position:

"War provides opportunity for the steeps of life. It saves from flat degeneration. War alone can stir humanity to its depths. War is alike good for the victor and the vanquished. It preserves the ideal of hardihood. We need, therefore, to keep military character in stock. War, as nothing else can, searches out and makes trial of fidelity, cohesiveness, tenacity, physical vigor, conscience, heroism. War becomes, therefore, in the mind of the militarist, a biological or sociological necessity, a permanent human obligation, a measure of the health of nations, the supreme theatre of human strenuousness."

Thus we see the fighting ideal found conspicuous place also in relation to the fields of ethics, politics, sociology, and biology.

It is a bold and startling premise which we must squarely face, this of the militarist—that war is the method of nature, an essential in evolution, a biological and sociological necessity.

But is it impossible to conceive a world without war in which there can still remain all we have gained, and more be added, of bone and sinew, of hardihood and heroism, of strength and sacrifice, of love and ideals? When wars are over must the world become "a sort of vast hutch of harmless, gentle, highly intellectual and tender-hearted rabbits," as the London *Spectator* once put it? Even now, the world, still stunned by the cataclysm of the Great War, halts between two opinions. To the pacifist, war is barbarism; to the militarist, degeneration is worse. And both are right; war is barbarism and degeneration is worse. Universal peace, doubtless, will never be realized until the ideals of militarist and pacifist alike are sustained in human activity that makes alike for peace and progress. Perhaps both militarist and pacifist are also wrong. Perhaps each has been entertaining a great fallacy.

#### NOT WAR BUT FIGHTING BENEFICENT

It is not war, but fighting, so it seems to me, that has brought about the beneficent results attributed to war; it is not peace, but fighting—the hardest kind of fighting—in right ways and against wrong things that saves from barbarism and degeneration, too. The true spiritual possession of the race to which the individual should be adjusted is not the war ideal, nor the pacifist ideal, saying, "peace, peace, when there is no peace," but the fighting ideal. Is there then some method of education whereby children and youth may be taught to fight so as to conserve the heroic qualities of mankind and yet to serve the peace of the world?

It should be noted that the fighting ideal was not thought out by man; it was worked out. It was not invented; it evolved. Man had it before he knew he had it. As a conscious ideal it was an afterthought to the deed, adopted into folkways and folk standards to be re-experienced and sanctioned anew in each succeeding generation. The fighting ideal evolved apart from the direction of science, and just as any ideal divorced from the guidance of science is likely to, it encountered the danger of becoming a blind leader of men. It is my suggestion that a science-aided education can

seize upon fighting as a conscious, definite aim, and guide it consistently towards progress and the peace, if the pugnacious peace, of the world.

A science-aided education is concerned not alone with the spiritual possessions of the race, but vitally also with a psycho-physical organism. What is the relation of fighting to the animal organism? How did fighting itself begin?

Fighting, at least in the sense of aggression and resistance, is original in man. Plants and lower forms of animal life exert force in aggression and resistance. The human infant is ushered into the world with its palms itching for possession, and he will hardly yield the paternal fingers placed in his tiny fists before he is lifted thereby bodily from his bed.

Anger also is original in man. It is not known exactly where in animal life aggression and resistance began to be accompanied by anything corresponding to rage. Jennings, somewhat in the manner of a mischievous boy, teased a stentor, a trumpet-shaped, single-celled protozoan, by putting carmine in the water in which stentor was complacently suspended. The results would have delighted any child on mischief bent, they so resembled human behavior under accumulative provocation. At length stentor, after unsuccessful attempts to free himself from the annoyances, actually "blew up," literally "tore the roof off" his filmy retreat, and flounced away to quarters more congenial to his mood.

We know that nature seems to have had special concern about anger and that anger really marks a step in upward progress in animal life. Gradually there evolved special organs which are stimulated during emotion and reinforce the animal in his efforts of aggression and resistance. Artemus Ward, you may remember, warned young men against having wishbones where their backbones ought to be. This was good advice, but not excellent biology; for nature hit upon the plan of evolving ductless glands that really make the spinal vertebrae worthwhile.

Pugnacity, so far as the word is synonymous with anger, is certainly original in the infant. No one has yet given us the record of a normal child who has never shown original rage reaction; and anyone (who is mean enough) may readily observe this phenomenon in the best natured of infants by the simple device of hampering its movements, thereby getting results which in proportionate violence in a man of middle age and moderate degree of overweight would probably end in a fit of apoplexy.

#### TEACHING TO FIGHT MUST BEGIN IN THE CRADLE

The first lessons in teaching children to fight in accord with social standards must, therefore, be given to the child in the cradle. The infant who demands attentions and gets them by means of a fit of anger is in a fair way to become the older child who rules the household by "tantrums" and still later in life, if he holds true to his course, to become the irascible fellow who tried to make his way in the world by bluster, brow-beating, and bad temper.

I may not take the time to mention, as would be fitting here, various ways in which the good of a child demands protection against himself and against others in learning these first lessons in being angry aright; or to suggest the meaning of teasing and bullying and scrapping and young-boy fights, and how they bring to the teacher opportunities of great social significance and a challenge to an ingenious and constructive program in teaching children to express their pugnacity in far more delightful and heroic ways.

We cannot educate anger out of an individual organism, of course, however much we may possibly modify its expression. Nor can we breed anger out of the race, because it goes too far back in heredity for us ever to get behind it. It is here to stay. Therefore, we must educate it within the race; that is, "condition" it to appropriate stimuli, right situations, and right sentiments.

But we would not breed anger out of the race if we could, for we recognize that anger has positive values we could ill do without. Anger is not always an obsession. It is more often a possession. Anger, as a possession, is a champion of virtue. It rises to the support of every virtue in need of heartening: courage, justice, sense of honor, loyalty, sympathy, love, even conscience, for anger may be directed at one's self as well as at another. Perhaps one can hardly behold the mote that is in his own eye until he has seen the beam in his brother's eye. The Golden Rule is rooted in resentment even more than in kindness; it took its origin in resentment, which quickens social conscience by forcing attention to another's point of view as well as one's own, and it stimulates the imagination to see how one might feel himself under similar provocation. We commonly speak of heredity and environment, but heredity in the sense of human nature is part of the environment, often the most impelling part.

Just resentment, righteous wrath, are often the

determining forces in the environment that makes for good behavior. Mistaken kindness may leave unaroused in the social group the depth of anger and condemnation needed for the perpetuation of social standards. This is one of the greatest dangers threatening the full serviceableness of modern criminal psychology and of gentle measures in dealing with the young. To subscribe to a deterministic psychology is by no means to deny that we ourselves through intelligence and a science-aided education in the home and the school can, to an important degree, determine the forces that determine the child. On the contrary, a deterministic psychology rather increases emphasis on our opportunity and responsibility in this determination. We are indeed our brothers' keepers.

#### FIGHTING PLAYS MAKE VALUABLE OPPORTUNITY

One of the best opportunities we have of teaching children to fight we find in their play. In a sense, nearly all the active plays of children have an element of fighting in them. This is the conquest of the young over his own body and the objects and forces of nature until they are subdued and become servants of his will, and until also his own latent powers be thereby developed and strengthened. Thus the young child struggles to his feet and tries to walk in spite of countless bumps, and, when secure in this, seeks for even harder places and more difficult ways in which to exercise his increasing powers; or climbs in spite of many falls, or tugs at his cart until he can steer it clear of the obstacles in the way. This impersonal fighting is found in lower animals, and, just as some of the best illustrations of behavior, psychologically considered, are taken from animal life, since they show mind in operation in lower terms, so here we may draw illustration from animal behavior. Mills, quoted by Morgan in *Habit and Instinct*, kept a diary of a kitten and describes its persistent efforts through successive days to get into some partly filled bookcases when the entrance was barred-up each day by ever greater obstacles:

"I have never witnessed such perseverance in the accomplishment of an object in a young animal, not excepting the child. It seemed that the greater the obstacles the greater the efforts put forth to overcome them, behavior that we usually consider especially human and ever an evidence of unusual strength of character."

This kitten was a good fighter. Just so the long fight of the child in the ways we have sug-

gested and the fight of man with nature, the conquest of animal life, of land, wilderness, sea, and air had called into action and maintained a capacity fundamentally pugnacious, persistent, and daring.

As long as human nature remains what it is and as long as man's attempts to control the great blind powers of the earth and sky are as bold as ever, the fear that without war the world will become a sort of vast hutch of harmless, gentle, highly intellectual, and tenderhearted rabbits is perfectly groundless.

Forestry, farming, ranching, the training of animals, mining, navigation, engineering, architecture, science, invention, and the continued conquest of the elements and forces of nature will always offer limitless fields of human activity, hardy, and heroic. Into these fields children enter in a primitive way in their play and undergo the educative process that selects, refines, and perpetuates the heroic qualities of man. The educational system that isolates the child and youth from these fundamental fields of human activity harms the rising generation more than any war could ever serve it. Life in the open, the exalting of bodily control, climbing, swimming, jumping, diving, riding, racing, boating, hunting, fishing, tramping, woodcraft, constructive plays, nature collections, animal husbandry, and various other play activities of children and youth provide a preliminary training never surpassed in any militaristic conception of education. And playgrounds are vastly cheaper than war.

#### FIGHTING IN SOCIAL RELATIONS

But when young Homo begins to feel his strength and his powers not simply in terms of control of body and objects and forces of nature, but also in terms of his mates, then he matches his powers with the like powers of his peers in plays and games. Here we come to fighting in social relations. Some of the distinctly fighting plays are scuffling, crowding, pushing, wrestling, boxing, all manner of group games and contests, snowball fights, basketball, football, and all plays and games into which personal encounter enters. In a sense, also, games of tag, racing stunts, trials of strength, skill, and daring belong to this class. In these fighting plays lies a great opportunity, an opportunity, so far as fighting goes and the manly qualities possible to be developed from it, that seems to surpass in educational opportunity war itself. These plays and games, plus the impressionability and impetus of childhood and

youth, are more effective in determining character than actual war which, with its maturer soldiers, must to a large extent use the moral qualities already available rather than develop them.

The *New York Times* once said, "if all the world's a stage, then most of us need more rehearsals." Will these play experiences serve as rehearsals for later life?

There is not time to illustrate how in the fighting play of children and youth every quality that the militarist claims is developed by war is exhibited in a marked degree in play. Time should be taken, however, to suggest briefly that, whereas war tends to let loose the passions of man, play tends habitually to curb them. In an environment of good sportsmanship, competitive games tend to sublimate the pugnacious spirit within the special field of activity involved.

In the first place, competition in sport tends to extract ill-will from fighting. Originally, in the struggle with rivals, fighting was expressed in rage, anger, and lust of blood. Animals have little or no zestful competition except in the spirit of anger. The play of dogs, as one may readily verify by observation, is not really competitive. The infant first meets personal opposition with anger. It takes several years of development before a child enters into earnest personal competition in good-nature. The evolution of good sportsmanship has been consistently in the direction of the elimination of bad temper in fighting games.

In the second place, competition in sport idealizes the aims of endeavor. Many regard the spirit of a fighting game as sordid and selfish, as though taking something away from another, or beating him, or putting him in a hole, was the object fought for. This seems to miss the true psychology of a game. The psychological attitude in a game is not sordid and selfish, but rather out-and-out idealism. In a true game a player is in pursuit of high attainments and ideals of excellence, and not of material gains. Here again the whole trend of organized amateur sport has been to eliminate materialistic aims. A game is one of the most purely idealistic activities of life. Why do boys exert themselves to their utmost in a ball game, straining every nerve and muscle and testing to the limit every manly quality? To make "runs," "goals," "scores," to be sure. But why make scores? Do they take them home? Do they eat them? Do they wear them? Do they sell them? Do they store them away in safety vaults? Don't you see that there is nothing but ideals in a true game, anyway? Good ideals! Be strong, plucky,

efficient, fair, honest; do your darnedest in the place where you can serve your group the best. Winning is just a unit of measure. Without it there could be no game at all, nor the benefits derived therefrom. And winning takes nothing away from the "loser." He grows and profits in the same way as the winner, perhaps sometimes even more. In a game played with the true play psychology there is no loser, but only those who gain.

Biology and psychology, then, suggest that fighting taps the deeper reservoirs of physical, mental, and moral and social energy. It makes one care more; one tries harder and endures longer; all the faculties become more fit. Fighting play, then, is a schoolmaster to bring us to a higher state. It contributes to greater interest, energy, and efficiency; it offers the richest field for the expression of the individualistic virtues; it extracts ill-will from fighting; it idealizes the aims of endeavor; it leads to the keenest expression of the spirit of cooperation and of service to the group in which the individualistic virtues are socialized; finally, it has a root in common with the spirit of emulation, the form of endeavor that seeks to attain to the highest ideals, of which we have the consummate example in "Be ye therefore perfect even as your Father in Heaven is perfect." Every earnest boy player on the suburban football teams is striving towards perfection; not perfection in the highest things, but, such as it is, the attitude is essential in any later effort towards them.

#### HOW SHALL WE UTILIZE FIGHTING ENERGY?

How shall we tap this source of energy in education in a way to make it serve social ends? What the school should be especially interested in is to see how in the educational use of competition we can be on safe ground with respect to the social attitude of the pupils. Will they be made self-conscious, proud, scornful, selfish, cruel, by competition? Or can competition be used so as to induce only good nature, the attitude of give and take, sympathy, fairness, generosity, mutual appreciation, cooperation, chivalry? Can competition be made to benefit alike the victor and the vanquished?

I believe this will all be possible in the case of children when we recognize that child-life is life itself, and that the rules of the game may also imply the rules of life. We have too often wrongly regarded child-play and child-education as something apart from life itself, and childhood interests as only passing phases which have little

to do with real life in the work-a-day world. Competition will be safe, not only as a schoolmaster but as a world-wide principle, when corporations, classes, societies, and nations "become as little children" and compete with the same social attitudes which education might inculcate in children and youth in their fighting play. The rules of the game then, as with children, can become the rules of competitive life.

H. G. Wells in his *Outline of History* says: "There can be no peace now, we realize, but a common peace, and no prosperity but a common prosperity." Wells seeks as a unifying principle of history (which so baffled Henry Adams) "a common purpose," towards a conception of which the world has been advancing through the ages. Competition of the right sort in education emphasizes the common bases and the common endowments of children and men for enjoyments. Unfriendly competition is something quite different and unfortunately has been the rule of nations through the ages in the past. Friendly competition is manifested in a common field of enjoyment and brings to participants a dawning consciousness of "a common purpose" and unifying principle. This "common purpose" and socially integrating principle can be realized adequately only in general happiness which, as an ideal, has been in the back of the minds of the masses of men whenever there has been a great world movement. Friendly competition, as a schoolmaster in childhood and youth, shows the way to zest in life, to mutual appreciation, to sympathy, to fairness, to generosity, to good sportsmanship, to the Greek idea of good sportsmanship, sought for, and for a time attained, in the competitions of the Greeks, a word untranslatable, but conveying the idea of "reverence, modesty, courtesy, scrupulous sense of honor, and fairness."

The race came upon whatever conception it has of social qualities, first through some biological urge, then through their being recognized in intelligence, and finally perpetuated in ideals. But these moral ideals have to be approached by children and youth through effective attitudes accompanying the activities in which these ideals find expression; for there can be little real vitality or strength in the intellectual conceptions alone. There can be no deep-rooted and enduring ideals of life in the work-a-day world that have not had their beginning and growth in the genuine and joy-giving life-activities of children and youth.

This may be illustrated by comparing sense of duty and love of duty. Duty has a biological

basis. There were in mankind predispositions towards duty which preceded the ideal of duty. The race had a biological bias toward activity that was desirable both for the individual and for society. The sense of "oughtness" came with increased intelligence and with the development of folkways and mores. First the deed, then the after-thought, then the ideal; "first the blade, then the ear, then the full corn in the ear."

The sense of duty in children must not be strained; the sense of duty, that is, intellectual recognition of duty, alone, without the inner impulsion to duty, exhausts moral energy. When the attachments of children lie in the direction of duty, moral energy is greatly strengthened and conserved. A child may take to duty as a duck to water. "Blessed are they that hunger and thirst after righteousness, for they shall be filled," is a wonderfully beautiful statement of this principle. And in the same vein was the testimony, "My meat is to do the will of Him that sent me and to finish His work." There is demonstrable, I am convinced, a straight-away course from human nature to love duty and of righteousness. It is when we seize upon some deep-seated tendency of children, such as fighting, and develop it in the direction of duty that we can secure for them both sense of duty and love of duty, and utilize the motive force in human nature for individual betterment and social good.

Fighting has been approved generally in the social standards of the race, especially in the ideal of war, as a biological and sociological necessity. This ideal and the pacifist ideal involve a fallacy. These ideals have developed without the guidance of science and have encountered the danger of being blind leaders. Science suggests that the fighting ideal, as distinguished from the war and pacifist ideals, is the essential need of man. A science-aided education undertakes to study the origin and significance of fighting and to direct this ineradicable and essential tendency toward individual development and social progress. Anger and resentment have positive values, and as elements in the environment help determine good behavior. The field of both free and organized play offers some of the best opportunities for teaching children and youth to fight in ways to conserve the heroic qualities of man, to develop some of the noblest social traits, and to make for peace and progress of the world. Teaching children to fight, therefore, is one of the most important of the specific aims of education.

## Grantland Rice Sportlights

Swift and exciting action, humor, sentiment, and instruction mingle in the Grantland Rice Sportlights, a series of moving pictures on sports and recreation edited by Grantland Rice and released monthly by the Pathe Exchange, Inc. Sportlights deserve the attention of all interested in sportsmanlike play and games.

Each Sportlight takes a particular theme, such as "Rough-and-Tumbling," "Learning How," "Spikes and Bloomers," "The Happy Years," and develops it by scenes from baseball, water sports, football, hockey, winter sports, golf, tennis, rowing, wrestling, informal games and, in fact, a large list of athletics, games, and other recreations. The material has been collected from college and academy athletic fields, western ranches, girls' schools, summer camps, on land and water, and from country and city.

One of the most interesting releases is entitled *Seven Ages of Sport*. "Today the world is a sporting stage, and from cradle to grave there is some form of play which appeals to the millions," runs the introduction.

Different ages are pictured under the following captions: "At first the infant," "Then comes the age of imagination," "Next, there is the rough-and-tumble age of boyhood's unspent energy,"—"Until discipline takes hold and there comes the age of organization," "The first sense of sportsmanship," "This is the age of fame," "Down the fairway of middle age," "The final age completes the cycle—into the deepening dusk of second childhood." Scenes showing the infant at play with ball and rattle, boys reproducing *Treasure Island* scenes, boys diving, swimming, frolicking in the water, college track competitions, football—Colgate vs. Syracuse—the business man called away from his office by golf, and the diversions of old age, are pictured.

Since these pictures encourage participation in sports and games and provide excellent entertainment, their showing in a community should encourage athletic and games program. Local theater managers usually can tell when the various Sportlights will appear. If sufficient information cannot be secured from the theater, it may be secured from the nearest branch office of the Pathe Exchange. These are located as follows:

Albany, N. Y., 35-37 Orange St.  
Atlanta, Ga., 116 Walton St.  
Boston, Mass., 39 Church St.  
Buffalo, N. Y., 505 Pearl St.

Butte, Montana, 116 W. Granite St.  
Chicago, Ill., 1023-7 So. Wabash Ave. (Pathé Bldg.)

Cincinnati, O., 124 E. 7th St.  
Cleveland, O., 2100 Payne Ave.  
Charlotte, N. C., 221 W. 4th St.  
Dallas, Tex., 1715 Commerce St.  
Denver, Colo., 2165 Broadway.  
Detroit, Mich., 159 E. Elizabeth St.  
Des Moines, Iowa, 1003½ High St.  
Indianapolis, Ind., 20 W. Michigan St.  
Kansas City, Mo., 111 W. 17th St.  
Los Angeles, Calif., 1926 So. Vermont Ave.  
Minneapolis, Minn., 72 Western Ave.  
Milwaukee, Wis., 102-4 9th St.  
Memphis, Tenn., 302 Mulberry St.  
New York, N. Y., 1600 Broadway.  
New Orleans, La., 221 S. Liberty St.  
Newark, N. J., 1600 Broadway (N. Y. C.)  
New Haven, Conn., 134 Meadow St.  
Oklahoma City, Okla., 508 W. Grand Ave.  
Omaha, Neb., 1508 Davenport St.  
Pittsburgh, Pa., 1018 Forbes St.  
Philadelphia, Pa., 1232 Vine St.  
Portland, Ore., 443 Glisen St.  
St. Louis, Mo., 3318 Olive St.  
San Francisco, Calif., 321 Turk St.  
Seattle, Wash., 2025 3rd Ave.  
Salt Lake City, Utah, 64 Exchange Place.  
Washington, D. C., 916-18 G St., N. W.  
Baltimore, Md. (Sub Office), 506 E. Baltimore St.

## Harmonica Bands in St. Petersburg

Over 1,000 boys and girls in the schools of St. Petersburg, Florida, have been organized in harmonica bands, each school having its own group. The movement was organized by the Recreation Board of St. Petersburg of which P. V. Gahan is Superintendent.

The first demonstration was given Armistice Day, when a group of more than 300 boys and girls appeared in connection with the public program at Williams Park.

But the movement has gone further than the schools or the playgrounds, for a number of families have formed small group orchestras for the pleasure of the home circle and a number of fathers and mothers have told of the awakening interest in music on the part of the boys and girls who are playing in the bands.

# Recreation for British Miners\*

By

B. T. COOTE

Joseph Lee, chairman: I want to introduce to you Mr. B. T. Coote and tell you a little about him, because he is very important. He served for three years as an officer in the Royal Navy of Britain and all that time he was very much interested in the recreation of the men. In 1920 he became a member of the staff of the Industrial Welfare Society, whose interest is the welfare of the miners of Great Britain. Early this year he was appointed Advisor of the Miners' Welfare Committee. This committee is financed by a tax of 2 cents on every ton of coal raised, and this gives the organization about \$5,000,000 a year to spend on recreation, in welfare and educational work of the miners of England. So you see Commander Coote may be called kind of a super-dreadnought. He has organized hundreds of towns, but he will tell you about that later on. He has shown great strength and courage in carrying out that program. That is the kind of socialistic government action which we can most heartily back up and promote. It is, one might say, not tying on the flowers, but watering the plant.

Commander Coote has come here on invitation of our organization to study what is going on in America in this line. We are sorry to see him go home and wish he could stay with us longer, and I know you all wish the same thing. I think he owes a duty to himself to stay and learn as well as to stay and teach us. His coming here is a sort of instance of the way in which the recreation movement is developing international good-will. He will speak on the subject *Recreation for British Miners*.

Commander Coote: I want to take this public opportunity of acknowledging my thanks to the Association for having invited me to this Congress. I have been trying to get here for three years and now that I am here I don't want to go home yet. The Chairman kindly remarked that he wished I could stay longer, I assure you that it is my wish as well, but orders are orders and I am allowed only one month from the time I left home until I get back and I will make it by just about two days.

What struck me more than anything else on coming to America is that we are all cousins and I cannot see any difference between us. I have never seen such a kind people. There may be a few differences between us and of some of these I was warned by kind Americans who came over on the same boat with me. One of them was, "Don't order more than one club sandwich!" One Englishman, not realizing the size of American club sandwiches, asked the waiter to bring him a half dozen! The other warning was not to leave my boots on the outside of the door at night. You know we always leave our boots outside the door in England and they are cleaned for us by

the next morning. The third warning was: "Don't ask for five o'clock tea, because you won't get it."

We do handle a large sum of money in conducting Welfare work. The total credits up to the thirty-first of August of this year were 4,663,000 pounds and of that amount the sum distributed to date is 2,437,000 pounds. It is, however, divided up into so many different directions we don't have a very large sum for any one particular program. Nearly one million pounds of that has been put into seven convalescent homes. Then we have so much for Research work, Education, Nursing, Ambulance, and other purposes, and this does not leave much for Recreation.

The mining camps that I have visited vary in sizes from about fifteen hundred to about twenty-five thousand, the limit of population for a mining camp. So when I came to this vast country and made my first visit in a town like Scranton I was amazed. The proposition is entirely different. The mining camps we have are mining camps and nothing else. And this is what they have to do in order to get money for developing some welfare schemes. They first of all form a committee among themselves. Half the committee is made up of owners and the other half of miners' representatives. Then they meet and say: "What shall we do?" Someone suggests a cricket ground, someone football. If you suggest a children's playground you are suggesting something that some have never thought of and others never heard of, and it takes a very great deal to persuade them to have one. Therefore, what we did first of all was to try to educate the mining fellows to spend money for their camps in this way because there are rules laid down in the Act of Parliament as to what the money is to be spent for. So, the first thing we did was to issue a little pamphlet setting forth what they might spend their money for. There were about ninety-seven headings to indicate to them what they might select. That took them away from football and cricket. This was followed up a month later by a pamphlet on outdoor recreation for children. We told them what could be done to increase the happiness of the children the year-round, through playgrounds, evening play centers, the revival of old time May

\*Address given at the Twelfth Recreation Congress, Asheville, North Carolina, October 5-10, 1925.

day fêtes, gardens, the growing of flowers, and things of that sort for the children. The children are taught the folk dances and that kind of activity so we did not include them in the pamphlet.

The next group we came to were those between ten and sixteen years of age. In England we found that a boy up to ten years of age was fairly safe on the playground, but after that age he is a nuisance. So we discussed something for those from ten to sixteen.

Then there was a little pamphlet on Adult Recreation, and next one on outdoor recreation for specialists—for those who wish to specialize in cricket and similar sports.

As far as our games are concerned, we play games and we have Professional Leagues, Industrial Leagues and Amateur Leagues. If these leagues were just what everybody thinks they are all would be well, but they aren't. I don't believe, so far as children and young people are concerned, in having leagues. And if you begin to talk about educational recreation, it seems to me it has got to be something far bigger in its ideals and development than merely organizing leagues and competition.

I go at it from this point of view. Our public schools are attending to this. They are supposed to set the pace for sportsmanship in games—they are the ones to set it, not the minority. The public schools are supposed to teach the spirit of playing the game, and if they did there should be no trouble at all with our labor. If they have already learned to play the game in their schools one would think they would attend more seriously to the requirements of those whom they employ. In many ways that has been done, but it is by no means universal. The public school boys *can* learn to play the game, but it does not necessarily follow that they do. There are just as many fine fellows in the country who have never been to school who can play the game. What is the game? The game of Life! I don't mean playing football or cricket, but I mean the game of Life. There are four rules for this game: (1) Don't play foul; (2) Go out to win; (3) Don't chuck the sponge up; (4) Play for others and not for yourselves.

These are four simple rules and seem to cover all that should come under the system of recreation. They are nothing more or less than the principles of Christianity and I know that all of us are wanting to realize this spirit of Christianity in regard to our public recreation ideals.

Don't think that I feel we ought to do away

with competition. We never should. Competition is for the specialists, but when we are dealing with the training of children and young people we ought to deal with them in different stages of development. You have the control stage, then the contest stage and finally the competitive stage. By these four methods we can turn recreation development into education. Boxing is a simple example of what one means by a natural development.

Introduce boxing in the gymnasium. Give the boys gloves, as far as you can. Divide them into four sections, let each section select a leader and the leaders their sides. Tell them that they have just one minute to punch each other's noses after you have lined them up opposite. Tell them you will blow the whistle in just one minute. You will see the result. You will find the little fellows sometimes opposite the tall fellows and the tall fellows opposite the little fellows. The little fellow does not like to have his nose punched, but he goes at the tall fellow and thinks, "I will get out of that pretty quickly," and then he goes at him again! You blow the whistle and when you do there will be a half dozen who are still punching noses. To take it a step further, they have not played the game. They have played foul. You only wanted them to give one punch and they went on. But don't take too much notice of that. You will have to get them to the control stage. Teach them to play fair.

Then you will come to the contest stage. Give them something to work for, for the honor of the school or whatever you may wish. I have not the time to go into that except to tell you that in a certain school of over four hundred, every boy is entered for some form of athletics. It has been tested in the camps. I have had cross country runs where two hundred came from the country and two hundred from the universities. They are all entered and they all finish.

In making recreational ideals apply to everybody so that everybody will enter and by entering feel happy, we are developing the ideals of Christianity on the playground. We know people are not going to Church much these days, so why can't we introduce these ideals of Christianity into the game? I think we can, but it is going to take a very detailed development of training, but only for the young children. That is why I don't consider organized recreation for adults worth much. You can supply them with bowling alleys, cricket fields and other facilities—and we are doing much of this in our Mining Welfare scheme.

But as far as the adults are concerned, leave them alone. Supply them with the activities, but concentrate for the future development of ideals on the adults of the next generation, and center on the young people by introducing them to the ideals of Christianity on the playground.

The educated ruffian has had an opportunity of being tested out as well as the uneducated ruffian with regard to these ideals and they have both shown that they can play the game under such conditions as I have described.

I feel very deeply for the little fellows who run about on the streets. What is needed to help them is to give them a chance to play games where they can win something—win respect for what they do. I have seen boys who have been absolutely "duds" in a class—boys who have never been selected to play games on account of wearing glasses—I have seen boys of that type, who have absolutely never had a chance, cheered to the echo by the section they represent, by reason of their success in some particular type of game.

recognize merit, or supply activities for the minority who will always be found ready to use them, but what does it all lead to in the long run? Can you blame people for being lethargic or apathetic when we cater only for the energetic minority?

"Those who agree with me so far will understand why I refuse to put adult recreation first; we must reconstruct our lives if we are going to improve matters. Start at the bottom and lay a sound foundation with regard to the children. Give them a happier time, make them realize the value of organized play and the harm of loafing, and year by year lead them on to want healthy leisure occupation in ever increasing numbers until the time will come when, as adults, recreation will be something far more real and valuable than at present, when people are more ready to exercise the turnstiles than themselves."

I wind up that paper, "All will agree that Welfare must include every member of the community, but as with all things in life, it is better to start with a sound foundation from the bottom than to do a patch-work alteration from the top. Let us by all means cater for adults as a temporary measure of necessity, but at the same time keep always in mind the fact that national recreation has its roots in the playgrounds of the children." You realize that to the full in your country,—we do not.

In a little pamphlet on Outdoor Recreation for Boys and Girls, "The leisure hours of boys and girls from ten to sixteen are those which must be considered seriously from every point of view, moral, physical and mental. Lack of occupation leads to sex dissipation, gambling, drinking, over smoking.

"To start with, we must try and provide for the majority and not merely be satisfied with a Junior football or cricket ground for the boys, or a basket ball and hockey ground for the girls, nor is it of much use to provide for such a game as tennis when the price of tennis racquets and balls is too high for any but the well-to-do to be able to play.

"The first point to consider is the value of giving boys and girls an opportunity to play together under healthful conditions, so that they may learn to be courteous and considerate each to the other, and have their characters so moulded as to be able to appreciate fair play.

"Listen to lads playing football, for example, and you hear one continuous dispute as to whether or not someone was off-side when a goal was scored, and in nine cases out of ten the decision

## More About Recreation in Great Britain\*

By

COMMANDER B. F. COOTE

*London, England*

In a little pamphlet on children's playgrounds, I wrote under the head *Wrong Ideas* (following a paragraph where I ask why so much attention should be given to those who are born to excel and not enough to those who are not). "The answer is that this great sporting country of ours is slowly but surely allowing its sports to be commercialized; our press finds a readier sale for news of the latest results today than in 1914; we are out of proportion in our value of recreation; we reward those who are born to excel, and seldom, if ever, encourage the majority who are not so gifted. Who will deny that the fellow who does his best and comes in last in a race is as worthy of applause as the winner? Does he get it?

"It always seems to me such an easy matter to

\*At the request of a large number of delegates who were anxious to hear further from Commander Coote, a breakfast meeting was arranged at the Recreation Congress, Asheville, North Carolina.

of the referee, if there is one, is challenged. This all comes from a lack of appreciation as to why we play games. Money is undoubtedly the root of this evil.

"I want to see organized games provided for these boys and girls which cannot be ruined by commercialism, and where only one rule is needed 'Play the Game.' In order that this may be appreciated, I should like to see every boy and girl who joins the Recreation Club presented with a membership card on which was printed the following :

One Rule Only  
PLAY THE GAME

Which means :

Don't Play Foul.

Don't Give In.

Go all-out to Win.

Don't Play for Yourself, but think of others."

Then in the final paragraph, "I am attempting to reconstruct recreational activities from the bottom, so as gradually to build up healthier ideals in regard to games, for we are now seeing the result of a drifting policy which caters only for those who are born to excel—a five per cent minority. My suggestions apply to the ninety-five per cent majority. Leave existing method (or lack of method) to work out its own salvation (it won't help to make this world better, morally or physically), and build up something which, in virtue of its own superior moral and physical value to the community, will eventually not only predominate, but supersede it throughout the country."

Then in a paper written for specialists—people who play cricket and athletic sports when organized, I say, "I am not one of those who consider that one form of recreation is more necessary or important than any other, because I am convinced that the more varied the provision of outdoor recreation, the more chance for those to participate who are not specialists. But as long as the world lasts we shall always find a small percentage of men in every community who will specialize at certain games such as football or cricket, and by reason of their keenness for these games they will look after themselves and will always secure space for play.

"Such national games will never be allowed to die for another reason—they are paying propositions when properly run, and money has to be raised if we are going to develop recreation for all on a really large scale.

"For the second reason particularly I want their importance to be realized more, possibly, than it

may have been before. I would like to see these specialist players in mining districts (you will remember I deal only with mining interests) making money in order that their profits might provide an assured income for organizing the leisure occupation, indoors and outdoors, of the children and young people all the year around. I look forward to the time when each mining district can, by these means, maintain a staff of full time trained organizers (a man and a woman as a beginning), because without these there is little hope that the majority of recreation schemes will be able to pay their way, especially if, as often happens, football and cricket clubs are run as separate concerns controlling their own funds, and do not help the other less fortunate sections. Money is needed for such staffs, and I look to the specialists to provide it."

There is just one paragraph at the end : "It is possible that the keen player of cricket or football has never visualized the position of the man to whom, owing probably to some lack of moral fibre or physical stamina, these games make no appeal. Even if there were room for the majority to play these games, which we know there is not, it would still be impossible to induce the ninety-five per cent man to do anything so strenuous in his leisure time, until he has been led by easier stages to appreciate the value of energy and enjoy physical effort."

It has been proved at the Duke of York's Camp by experiment in five consecutive years, that, by starting with mild forms of recreation and working up through carefully graded stages of energy values, the two thousand boys of all types and conditions—mental—moral—physical, could in one week, be brought to the point of not only all entering, *but all finishing*, "all-out," in a Cross Country run of one and one-half miles.

Perhaps you are nearer my viewpoint, for conditions are entirely different in this country, having got that viewpoint I think you will understand when I say that simplicity attracts and that if we use that work simplicity in regard to introducing all these ideals and keep that firmly fixed in our minds, we are absolutely bound to be successful. Simplicity in its spiritual sense, its moral sense and its mental and physical sense can be proved always to produce success. I have tested it out in curious little ways. There are some of us who like taking exercises half an hour or so or maybe ten minutes and we keep going for quite a little while but gradually drop off. I am not advertising this, but I thought of a simple idea for taking

exercises that lasted one and a half minutes and I do it every morning and it is simple enough to be effective. Some people in teaching think they should make it complicated. I thought out a little method of teaching swimming and in a few minutes taught thirty thousand men who never had done it before, without my touching or speaking to them.

In regard to music, I have been fascinated by your singing but if those methods were tried in the mining communities where I have been there would be no response. They are such simple-minded folk that even when one tries to get at them by this means, very different methods must be used. I don't give books because they are too shy to look at them and if one had a book of music he would be almost ashamed to look at it because it would give away the fact that he was going to sing. When it comes to that you have to think of simpler ideas, so we try turning out the lights so that no one will know who is singing, and if we have lantern screens with well known choruses, some might think it was worth while joining in. Always in a mining community before I start a lecture I find it useful to have singing on all occasions. I believe enormously in it because we cannot be unhappy when singing and it makes us receptive to ideas that are going to be put over. Sometimes I have had a pianist who can play only three notes and does not know in which order to play them, but it doesn't matter! When the chorus begins somebody throws the words on the screen and sometimes they won't sing at all, but that doesn't matter. In the middle of the address, breaking off short I put on the words of some well known song, *Old Folks at Home*, for instance, and just suggest that they should sing. Some of them do, undoubtedly, and then at the end of the evening one has to make them sing by going through processes I have not time to tell you about. It is the simplicity that appeals and I have never yet failed to have them sing. Simplicity is the thing that one tries to keep in one's mind.

The problem which interests me more than any other is the little fellow that comes in last in the race. He has tried his best and he may go on trying his best and still always come in last, and yet he never gets a clap or any recognition. What can we do for that little fellow if we take him in hand? There are two things. We can train him; that is one. The other is that we can make it possible for him always to continue doing his best.

Of these two points I prefer the last. I think

the method of training to produce wonderful results is all right so far as it goes but I think we have got to go much further than that and make it possible for everybody to do his best by supplying simple methods and simple forms of recreation in which all can take part.

We all possess the power to be energetic, even that little laddie who came in last, so it seems to me it is a question of skill against energy.

In order to get people either skillful or energetic we have to reward them and it is just then a question of the ratio of that reward, whether 50-50 or 70-30. If we think about energy and try to classify it very, very briefly under some headings, this is the way I get at it. If you want to get at anything take the extremes, the extremes of energy. In order to live it is necessary only to lie on your back, bend your elbow to put food in your mouth. Of course that is extreme but that is a form of energy even though it is a very absurd one. The other extreme is the man who will run in a Marathon race twenty-five miles or more and finish done to a turn. Between those extremes there are a large number. Energy can be purely physical, purely mental, or either physical or mental, but so far as getting at this from the point of view of games was concerned, I tested it out with some 300 games and found that they all could be classified under games except foot ball, cricket and such games because with those their energy is spasmodic. That gave me another pleasant feeling that I need not consider games where only specialists were taking part.

The question of rewarding energy is merely understanding that it can be measured and marked. How you get at that is a proposition that can be argued from all points of view. I am not fully satisfied with the results at present, but I have been able to prove certain things; that by introducing recreation this way you can get response from the poorest and weakest, from the richest and strongest, and when you mix them together equally they equally respond. And so, having tested that out so far as it has gone, I have a certain amount of confidence that these ideas are working out. The child up to three years of age has a desire for games uncontrolled. I say three years of age as a rough estimate. I will let out the secret that I have five boys of my own. I am very, very proud of them all—the oldest is eighteen and the youngest six, so I have learned a little from experience in these matters, not that it gives me any great confidence

in putting over ideas to you, but I have found that up to three years they prefer games uncontrolled. If you try to put one brick on another a child of this age will knock it down and will sit for hours doing it.

Between three and six children like to play a controlled game, not with more than one person, for it is too difficult to do that. We have a lovely game called *Snakes and Ladders*. It is a board square with ten squares, numbered 1 to 100, and there are snakes that run. There are ladders that run upward and if you land on the bottom you go up. I know of no better game to play, of none that teaches the child the value of play better than that. Every child loves to get a *six* on it, for that pushes on fast, but if that *six* lands on the head of the snake you will see that the child will try to avoid the head of the snake and put the disk on the side. That is where the father comes along and teaches him to *play the game*. It is inborn to play foul! We all have the inborn desire to win. Some win by fair means and some by foul. Those who win by foul are those unfortunate people who have not had homes where they were taught to win by fair. The home is the education for character and the place for developing moral fibre in all of us. We have therefore to introduce these home ideas in recreation of those youngsters who have never felt these ideals and who have not got a home and whose parents do not take any trouble. We have got to touch them in that way. That is what I call the control method.

You get to the next stage where the child will go out and play with other boys, more or less as a group or a team, and I like to write that down as the contest stage in recreation. And then finally he may get on the competitive stage if he excels, so we have four stages—uncontrolled, controlled, contests and competitions. I cannot go further in that for time will not permit this morning.

I wanted to give you an illustration of how to start again if you are wrong. The only way, I find in my experience, is to drop a bomb shell and let it explode and after the debris is gone and nothing remains, you have a clear field for starting again! For illustration, I have had the physical education of the boys at Eton and Harrow. When I got to Harrow I found by my experience in Eton that I wanted to start again. And at Harrow they are very conservative and have traditions that nothing can alter except a bombshell. There I found the old type of ap-

paratus. I didn't like it and wanted to start fresh and the headmaster allowed me in the holidays to scrap the whole contents of the gymnasium! I got rid of everything, bought new apparatus and when the boys came back their remarks were not publishable! There was a contest that came off every year and what was going to happen to that? My plan, however, provided what I wanted for the majority and everybody was happy as a result. All the boys came in. I had enormous classes from the bigger boys, and in the boxing whereas they had had thirty-three entries, we had everybody.

In closing I will say that you can get at the laddie not born to excel and you can make him enjoy recreation even if he is against the finest athlete or finest player in the world if you supply simple forms of recreation that will enable both of them to play fair—to play for others, not themselves.

The first year that I tried it out was with the Duke of York's Camp. With recreation you have a common ground by which you can bring boys together and enable each to see the value in others if you satisfy those four points that I have made.

I just want to read one short little notice that appeared in one of our papers the other day: "When one reads about the representatives of our country being beaten in games I have long since ceased to worry. If one regards victory as a test of physical fitness, no doubt a series of defeats is discouraging, but it is not even a test of the individual still less of the nation to which they belong. The test of a nation's physical fitness is not whether it produces more or less champions, but what proportion of its people play regularly—whether well or ill, matters little." And to that I simply add that all should be given the chance to learn to play the game.

And now my time has come to an end and I just want to say to you all "God Speed" to the next milestone.

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The discussion which followed Commander Coote's address brought out the importance of realizing the value of effort as well as skill. "Take for example the Duke of York's Camp for that is the acid test in these ideas and that is why I have confidence in it. I got boys who had never run fifty yards in their lives. A boy would arrive in camp so fat he could hardly get in his clothes—not his fault. Can you imagine him after a mile and a half race? You have got to suggest in

regard to all these ideas that they are not for the benefit of those born to excel any more than they are for those not born to excel and the response is instantaneous. We have been brought up to think that the fellow who plays in one of these big teams is the fellow we usually try to emulate. We will never reach that no matter how we try. We must realize that it is not cutting out those people at all, but that it is supplying recreation for the majority of the boys and girls up to the age of fifteen or sixteen, and then leaving them to look after themselves. So that means that if we can supply them with these ideals while we have them at the school age, all is well.

"The question of Boy Scout work interests the boys enormously and I can just tell you this so far as boys' clubs are concerned: We have made it possible for the boys in the clubs in the South of London to enter into everything and enjoy it. One boys' club will compete against another in football and cricket, but only the specialists will do so. That does not mean that other boys are not allowed to take part, but some will always be in the uncontrolled state and some in the controlled state; there are always a number who go quickly in the competitive stage and you can provide recreation for them.

"I think it is perfectly possible to introduce these ideas through the schools as part of education and also to deal with them out in the playground when it comes to more practical development and more practical steps are needed to carry them out."

In answer to the inquiry as to what things had been found most easy with these boys, Commander Coote said: "When you get a lot of boys together, realize that they know better than you do, who are their leaders, who possess those physical qualities that make them leaders. Leave it to the boys. When boys come in the gymnasium let them run wild. They make a great noise, but they must get rid of a certain amount of superfluous energy. Blow a whistle—the mere shock of the whistle will stop them for a moment and tell them that the next time it is blown they must sit down. Then say, 'I want a leader.' Without a moment's hesitation, a number of boys' names will be given. Tell the boys to sit down and choose sides. Don't let the first leader pick first every time, but change round. When you get to the end you will find two wretched little boys looking ashamed of themselves; they are the worms and dust who never get a chance. You quickly pass that over—'You go there and you go there.' That's that.

"This is where it comes in. When you put on anything that requires real energy—I am talking about competitive games—the first four go. They go for all they are worth. Mark them and put them on the board so that all may see. When it comes to those last four they will do their best and their side will cheer and the little fellow that seems the worst may come out first—and he's a hero for life."

## From Waste-Land to Park

The October issue of the *Nation's Health* contains an article describing the reclamation of an unsightly hillside tract of land in Binghamton, New York, and its transformation in a three-year period into a beautiful recreation park.

The land so arranged consisted of both wooded and open ground. About one-half of the tract was originally covered with a splendid stand of oak trees which were left. In order to make the open area, a steeply sloping field, more suitable for a park, it was formed into three terraces. The wooded section of the park was subdivided into three small areas by broad asphalt pathways leading in from entering streets at the sides of the park. These pathways join in a circular way surrounding the bandstand, the central feature of the park. One of these small areas is set apart for a children's playground, another for picnic purposes and the third for a carousel and service building. A wading pool was made possible by funds subscribed by children of the city.

Beyond the pool and located on the longitudinal axis of the football field is a service building, surrounded by shrubbery and lawns. In this building are provided locker and shower rooms for men and women, a superintendent's office and storage room. Around the building are croquet grounds and a putting green.

The steep slope of ground between the upper terrace and the one below it forms the base of the seats of a concrete stadium overlooking the football gridiron on the second terrace. In the winter the field is flooded for skating and a large portable three-chute toboggan slide is built on the slopes of the three terraces. The third and lowest terrace contains a baseball diamond, eight tennis courts and a parking space for automobiles.



AS THEY WERE

they had hunted around railroad stations and soldiers' camps searching like young wolves for scraps of food. In the Orphanage weeks after they were fed they showed little activity. Starvation and exposure, improper care at times when development was greatest gave them size without stamina. At school or in the trades at which everybody was set to work as soon as able, they made no effort. They were stagnant and stupid. If the boys grew up along these lines they would hardly be worth feeding, clothing and housing; they would be a burden to themselves and a curse to the community.

Something had to be done to overcome the years of neglect and terror which had brought them to this pass.

## Bread and Play

By

OTTO T. MALLERY

Fighting famine with food is not enough. "Man does not live by bread alone" is being proved again in the Near East. Good American bread in a Near East Relief Orphanage was stuffed inside the shells of hundreds of boys gathered up in Syria in starved conditions. They did not smile. They had not smiled for a year. Like stray and hungry dogs

Sports and games were unknown to them. There was no money for physical training teachers or for play leaders, so every available American on the staff was appealed to for help. Early morning calisthenics and supervised games and athletic sports were introduced. A new spirit appeared. Their minds awoke. Industry and efficiency in the trade schools increased. A keen spirit of rivalry urged lazy boys into activity. A self-government plan was introduced and successfully operated. Good physical habits overcame the bad. "Then our industries and the whole of my institution was seventy-five per cent more efficient," said W. T. Gannaway, one of the Near East Relief workers.



AS THEY ARE



WHAT PLAY AND BREAD DID FOR BOYS OF TWELVE AT NAZARETH

In Alexandrople, Armenia, were gathered 4,800 older Armenian boys who had been driven out of Turkey in 1920. Without any kind of home or occupation except to obtain food sufficient for existence, whether it be by stealing or begging, naturally they were a wild lot but the fittest of those who had survived. It was Ogden's job to bring these boys into order. With them he set at work restoring old army barracks where the Near East Relief proposed to house them and 30,000 younger orphans.

When this was done he tackled the job of discover-  
*(Continued on page 572)*

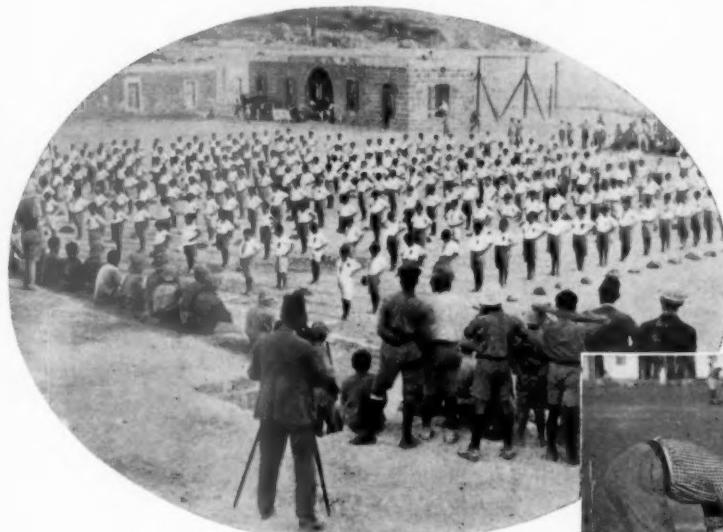
# A Triumph of America's Play Program



DEPORTED WAIFS RESTORED BY FOOD AND PLAY



THE 400 LITTLEST ORPHANS AT  
"BIRD'S NEST" SIDON



DIRECTED MASS DRILLS PLAYED A LARGE PART IN RESTORING STRENGTH AND SPIRIT TO OVER 100,000 STARVED AND DEPRESSED CHILDREN IN THE ORPHANAGES OF THE NEAR EAST RELIEF

AMERICAN GAMES GRIP YOUTH OF THE LEVANT



COORDINATED PLAY HAD BEEN UNKNOWN



VOLUNTEER PLAY LEADERS DEVELOPED FROM THE ARMY OF ONCE UNDERNOURISHED CHILDREN OF THE DEPORTATIONS IN AMERICA'S CARE



THE PLEDGE OF A NEW DAY

## Community Music—A Demonstration

On the evening of October 8th, Community Music evening at the Recreation Congress at Asheville, there were a number of interesting demonstrations which delighted the audience.

Professor Dykema, of Columbia, in introducing the subject, mentioned the various types of musical activities that may be developed on the playground and the recreation center. "Community singing such as we have just had," he said, "is one type. Another contribution to community music lies in utilizing the possibilities of the particular section in which you live or work. For instance, in certain places you will find the foreign groups and choruses and they can sing their national songs and use their national instruments. Certainly one of the finest possibilities we have in the South lies in utilizing the remarkable talent of the negro children for singing."

(In illustration of this a chorus of negro boys and girls sang spirituals under the direction of Professor Michael of the Asheville Colored High School.)

"In addition to community singing and such group singing as that to which we have listened," Professor Dykema continued, "there are many other manifestations. One is the Barber Shop Quartette—a group of young fellows will get together and sing the songs they know and sing the parts in competition. On the Chicago playgrounds they have done this with great success. At first the boys will not have much idea what a quartette is. They think it consists of four boys who all sing the melody, but with a little guidance they do better. I want to commend to all a book that recently came out, by Sigmund Spaeth, called *Barber Shop Ballads*. It simply attempts to give a method by which four men can get together and make different harmonies from the same song.

"And now I want to start on the instrumental side. I listened to the address this morning about a nature guide and learned that every playground should have one. Every playground should also have a music leader! I say this not because I want to underestimate what a playground director can do, but because I think there are certain things about music that must be done. I speak particularly of having bands and of carrying on the work permanently. Every single playground should have, at least at the beginning of the season, a man who will specifically start out to develop

boys' bands. In three months of summer work, there is no playground that cannot develop an excellent band and carry it on with tremendous benefit, giving boys and girls something that they can take with them through their lives.

"Much the same thing can be done in orchestra work. Mr. Norton has told me of his work in Flint, Michigan, where they have reached the place where they do not have to urge the players to join; they have a complete symphony orchestra and they can pick and choose the players. That means there is nothing that can stop them from success.

"These fine complete developments are certainly possible as part of the recreation system and there is nothing more significant than the way in which in the years to come the playground movement will affect the entire scope of the teaching of music in this country. The play element as we see it worked out in play schools will affect all musical instruction, especially school music. When the play spirit grips the public school, it will greatly strengthen public school music."

At this time Professor Dykema demonstrated with a group of Congress delegates the teaching of the ukelele, explaining with the use of a chart how simple chords can be learned and ukelele playing mastered.

Continuing the program, Mr. Dykema said:

"I do not know of any more precious thing to a boy or girl than a mouth organ. It is impossible to get any bad noise out of it. It is one of the things that will be a constant pleasure to them and all over the country there are harmonica contests with enormous interest on the part of the boy. It is surprising what they can do in real music when they get a start. The harmonica, like all simple instruments, exhausts its possibilities and the next thing the player wants to do is to take up an instrument with more possibilities, and so it leads on."

Mr. Dykema then introduced the harmonica band consisting of fifty-one boys who had come from Salisbury to give a demonstration under the leadership of Mr. Griffin of the Salisbury Public School. In demonstrating his method of teaching, Mr. Griffin said: "I approach the boys and girls on their own ground. I did not start slowly on the scale basis but started to see if they could play 'pieces.' I wanted to enlist every bit of interest that I could and to make everybody feel that he was not being instructed. I think the secret of success is in keeping young with the boys and girls and in playing with them."

The boys played a number of selections, including *Silent Night*, *Holy Night*. Mr. Griffin explained that the band, which in its entirety numbers eighty-five players, is planning to play Christmas Carols on the streets of Salisbury on Christmas Eve.

## Music as Recreation

The Federation of British Music Industries, London, England, has issued an article by Arthur Mason, who makes the appeal that we regard music as recreation and less as an improving interest. "It can be that, of course," says Mr. Mason, "and it is that. It is so eminently an improving interest that in respect of the great music, claim can be made that no other art compares with it in that regard. But there is a vast amount of music our delight in which is not at all likely to be of that order of delight which springs from serious thought and high imagining. It is recreation. It is diversion. Let us enjoy it like that and let us think of it sometimes less as a serious interest, as an improving influence, as a subject constantly entitled to our severer moods.

"There is at present active within the British musical world a newly-awakened admiration for the music of the Tudor composers. And attention has, in consequence, been directed to the conditions surrounding the performance of that music. We hear, for example, how in that day music was so widely the possession of the people that in the ordinary way of social intercourse they would sit around their tables and sing, often at sight, examples of it, or play, easily and enjoyably to all within hearing, its instrumental pieces. It is not at all likely, however, that even these performers who seem to have trolled the tunes of the times as naturally as they breathed were serious musicians, in the sense of having that deep knowledge of the art which results from assiduous study of it. The probability, rather, is that while some developed high skill, the majority remained at the pleasantly average level suited to pleasantly informal performances. The majority, in other words, took their music as recreation.

"They would come to it, of course, in pursuit of the beauty in it they loved and desired, but they would come to it also as to a pastime or entertainment. The delightful exercise of singing together would be free of most of the weight of

artistic anxiety. It would be singing that was buoyant, volatile, gay. The singers might not be frivolously trivial in their performance of such music as this so often was, but they would not be overborne by it. The keynote of the scheme was camaraderie, and this singing together would make for urbanity, diversion, art for companionship's sake, rather than for any solemnity of result.

"We might do much worse than recapture that old-time joy of the people in music as recreation. It can only be the few who will be profound, expert, serious musicians. A larger number will pursue the art closely and come to be admirably skilled. But the vast majority of us will be lovers of music possessing neither time nor opportunity to do more than enjoy it. And music in that sense, music as recreation, has alluring invitation, offering us almost incomparable refreshment of mind and heart. Too often it is believed to be a deeply serious subject, demanding the deeply serious attention of students who must be alive to the details of its technique. It is only that, really, in one of its aspects, the aspect of music as great art. There is a whole wide world of music which is of another sort, which is available to anyone at all who loves music, and which offers many delights. Entertainment without triviality, gaiety intermingled with beauty, conviviality, comradeship—all are to be had in it. Those sixteenth-century folk whose musical aptitudes we wonder at no less than envy, sang music and played music chiefly for the sake of recreation. So should we.

"There is more than one encouraging sign observable in present-day musical conditions. A very great deal of music makes no pretense of being anything else than entertaining, and large numbers of people listen to it with the profit that comes from enjoyment of it. Better still, more and more of the people who possess but little musical knowledge are singing music, under the influence of wise advice that urges everyone not only to listen to music made by others, but to make it for themselves. The village sing-song, and the sing-song of the clubs, and factories, and institutes, is an advancing activity. The community-singing scheme which can launch mixed multitudes of people on the wings of song, to their very great enjoyment, is a growing interest. These developments and others like them, are of high promise. They signal a universal music-making by the people, as the result of a universal appreciation of the possibilities of music as recreation."

# Report of National Municipal Music Committee

At the Eleventh Recreation Congress held in Atlantic City last October a resolution was adopted in the music section asking the Playground and Recreation Association of America to appoint a committee to help bring about more encouragement of music by the municipal governments of our country. There was general approval of this suggestion at the meeting of the Board of Directors of the Playground and Recreation Association of America and Joseph Lee appointed the following committee to be known as a Municipal Music Committee:

J. C. Walsh, New York, Chairman  
V. K. Brown, Superintendent of Recreation,  
South Park System, Chicago  
J. M. Hankins, Birmingham  
Herbert May, New York  
Kenneth Clark, National Bureau for the Advancement of Music, New York  
George Braden, District Representative of P. R. A. A. in California  
C. N. Curtis, Director of Rochester Symphony Orchestra  
W. R. Reeves, Director of Community Service in Cincinnati, Ohio  
W. W. Norton, Director Community Music, Flint, Michigan  
William Breach, Former President of the Music Supervisors National Conference  
John B. Archer, Music Director, Providence, Rhode Island  
Herbert L. Clark, Director of Municipal Music, Long Beach, California  
George Sim, Superintendent of Recreation Sacramento, California  
Mrs. John F. Lyons, Former President of National Federation of Music Clubs, Fort Worth, Texas  
Mrs. E. J. Ottaway, Chairman Music Committee, National Congress of Parents and Teachers, New York  
Harold S. Buttenheim, President of American City Bureau, New York  
T. E. Rivers, New York, Secretary

Because no special funds for this work have yet been made available, the work of the com-

mittee has been carried on by the regular staff of the Playground and Recreation Association of America and through contacts with other organizations, national and local, represented on the Committee.

Through bulletins and correspondence local recreation workers have been kept informed of developments and encouraged to work for further musical development under the municipality.

Through the personal contacts of the district representatives and field workers efforts have been made to have appropriations for music increased and in cities where no municipal music was provided recreation commissions and boards have been urged to include music as a regular part of the community recreation program.

Publicity regarding the formation of the committee and news items describing the splendid municipal music work which communities are increasingly doing have been circulated about the country, thus reaching many to whom the inspiration of other work and interest acts as an incentive to the building up of their own particular musical accomplishments.

One of the most valuable pieces of educational work accomplished in connection with the cause of municipal music was done by Mr. Kenneth Clark, of the National Bureau for the Advancement of Music, in the form of a survey of municipal music. The committee will immediately help in the distribution of copies of this survey and will endeavor to make it count most in furthering tax-supported music. We are not dealing with an entirely new subject. Music activities today form a vigorous part of the city program.

Winston-Salem, N. C., has appropriated \$7,500 for its musical program during the past year. Baltimore appropriates more than \$50,000, maintaining a Music Department and employing a Director of Music. Birmingham also has a Municipal Music Department, employing a Director who works in cooperation with the Park and Recreation Board. San Francisco has a municipal chorus director and a number of cities have municipal organists. Several cities have music commissions. Through the Municipal Recreation Departments, community choruses, harmonica and ukelele tournaments, toy symphonies, music

memory contests and other similar undertakings are constantly developing.

#### *Municipal Bands*

Possibly the Municipal Band has received the greatest amount of attention in the past, permissive acts having been passed in Iowa, Kansas, West Virginia, Michigan, South Dakota, California and Minnesota, authorizing a tax levy in cities and towns for the purpose of creating a fund to maintain such a body and providing for the submission of the question to the voter. Long Beach, California, through a special tax of \$.80 on each \$100 of assessed valuation appropriates \$128,000 for a municipal band. During the past year 550 free concerts, approximating eleven a week, were given as well as additional programs on special occasions.

Through the summer season St. Paul, Minnesota, gives a surprisingly large number of free band concerts in the parks, the band music being supplemented by the services of other entertainers and organizations. San Francisco, Buffalo, Birmingham, Lynchburg, Pittsburgh, Denver, Milwaukee, Baltimore, Plainfield, N. J., and Clarksbury, W. Va., are among other cities furnishing free band concerts for their people in the summer. People often come thirty or forty miles to hear the concerts given by the Municipal Band of Shreveport and a number of families pride themselves on having collectively attended every concert. The city of Houston, Texas, appropriated \$10,000 for summer band concerts in 1924. Fifty-one concerts were given in ten parks with an attendance of 83,300.

#### *Municipal Organ Recitals*

Portland, Maine, is a leader in municipal organ recitals. In Atlanta, Georgia, the auditorium is equipped with a magnificent organ, where free public concerts are enjoyed. Denver has a municipal organist who gives daily organ recitals during the summer and Sunday recitals during the winter. Dallas, Texas, has lately been added to the list, with the installation of its municipal organ in the new Fair Park auditorium and the employment of a municipal organist.

#### *Symphony Orchestras and Municipal Opera*

Among other forms of music activity are the symphony concerts which a number of cities have arranged. San Francisco, Baltimore and Houston are among the cities which hold such concerts. During the past summer the Detroit City Coun-

cil arranged a six weeks' series of outdoor symphony concerts in one of the local parks. Richmond, Va., has recently developed a community orchestra. Chicago has a number of park orchestras. Sacramento, California, maintains a symphony orchestra for adults and a junior symphony orchestra as well.

Municipal opera is a feature of the municipal program of St. Louis and Salt Lake City. Syracuse, N. Y., is following the example of these cities with outdoor opera under municipal auspices.

#### *Municipal Choruses*

Although all of these music activities give an immense amount of enjoyment, probably none is more important than the Municipal Chorus which makes possible the participation of large numbers of people in a community. Thomas Whitney Surrette says, "A concert of good music by a local choral society is to the people of any community immensely more valuable than a paid musical demonstration by performers from abroad—that we are more musical than we get the chance to be—of this there is no doubt whatever."

Sacramento, California, through its Municipal Recreation Department and the help of Franz Dicks, director of the Sacramento Municipal Symphony Orchestra, has organized a large municipal chorus. The city has been zoned into six or seven districts with a volunteer chorus director conducting rehearsals in each. In the various zones on different nights rehearsals are held so that those who cannot attend one night may rehearse another time of the week. Once a month all assemble for a rehearsal with the Symphony orchestra. San Francisco now has an all-year-round municipal chorus and a paid chorus director. This action has developed largely on account of the success of recent chorus work in the spring festival.

In Redlands, California, sings were started last year by a group of local music lovers in the beautiful Bowl in a downtown park. Because of the interest in the singing and soloists, an Artists' Concert Series was inaugurated. The city trustees, realizing how valuable a contribution to community life these concerts had become, appropriated \$1,000 to help finance the work.

Denver maintains a municipal chorus under the leadership of the municipal organist. In Plainfield, New Jersey, the Recreation Association sponsors the Coleridge Taylor Recreation Chorus

composed of the many music-loving colored people. This chorus presents a number of concerts during the year.

#### Simpler Music Activities

Through the Municipal Recreation Departments over the country, many simpler recreative forms of musical activity are also conducted. Though to some these activities may not seem all-important, when the thousands of boys and girls who participate are taken into consideration it will be seen that their influence is far-reaching and very worth-while in satisfying the musical desires of the younger generation.

In its endeavor to satisfy this desire for musical expression, the Johnston, Pa., Municipal Recreation Commission distributed a form through the schools asking what musical instruments the children played and what they would like to play. Upon the results of this survey a number of junior musical organizations have been built up.

The harmonica and ukulele have many adherents because of the ease with which one may learn to play them and because of the inexpensiveness of the instruments.

The Grand Rapids Department of Recreation not long ago conducted a harmonica contest, reaching 4,000 boys and girls. A number of tunes were adapted, charted and published in the newspapers and 6,000 instruction sheets were printed by boys of the school of printing of a local high school. The city was divided into three sections and each school was allowed to enter four individual players and a quartette. From each division, twelve individual and one quartette were selected for the final contest.

The Playground and Recreation Association of Wyoming Valley, Pa., organized playground orchestras of ten or more harmonicas from among boys fifteen or under, each ground having its orchestra. At the final contest orchestras were judged on: 1. Expression, 2. Attack, 3. Tempo, 4. Volume, 5. Harmony, 6. Deportment. The required selections were *America*, *Old Black Joe*, *Over There*.

Boys under fifteen were permitted to demonstrate individual skill as soloists, being judged on expression, attack, tempo and deportment. Chicago has a harmonica band of 1,000 players taken from the playgrounds of the city. Evanston, Ill., boys under sixteen recently competed in a city-wide harmonica tournament under the auspices of the Bureau of Recreation.

#### Toy Symphonies

Toy Symphonies are another popular musical activity among the children, Oak Park, Ill., being an outstanding example. In 1924 at a special performance at the Children's Theatre, 44 children, composing the Toy Symphony Orchestra of the Oak Park playgrounds, presented Moskowski's *La Serenata* before a capacity audience. They played 25 toy instruments. Later they broadcast *La Serenata*, being the first group of boys and girls in a toy symphony orchestra to be presented over the radio. With the exception of the pianist—a girl, thirteen—the children were all under twelve years of age, the average age being eight years.

#### Boys' Singing

A unique but exceedingly interesting activity was the Barber Shop Quartette contest held not long ago on the Chicago playgrounds. There were sixteen competing quartettes, the best of them receiving a prize. In Houston, a boys' chorus is conducted as part of the music program.

#### Special Music Encouragement

A number of activities have been carried on designed to encourage those who are already somewhat interested in the development of music. The Music Memory Contests which have been conducted by so many Departments of Recreation have contributed a general knowledge and appreciation of music. National Music Week has given a real stimulus to the county music program through its many activities. The Christmas Caroling groups which have been formed in so many cities have helped in developing music expression. This last year, Baltimore held three contests with the idea of furthering musical interest—one for the best piano student, one for the best write-up by a child of a children's concert, and a third for the best design for the medallion given as the piano award. Houston, Texas, held forty-two music study classes with 180 in attendance, as a part of its municipal music program.

All these many and varied music activities do their part in filling a real need in the artistic expression and enjoyment of our people. City governments are increasingly realizing their great importance and making it possible for them to have a place in the regular municipal program.

It is for this kind of activity that the Municipal Music Committee stands.

## National Music Week

"The plan for a national music week in Washington next spring is one that deserves general support. Now that we have the radio to broadcast the music festival to all parts of the country, it will be possible to have the nation share in the very special music that only a national center could provide. As a nation we need opportunities for all to do the same thing at the same time. We need these opportunities in order to sense the reality of national unity. Too long we have let war have practically a monopoly of such opportunities. We need to give thought to the deliberate development of activities through which we can appreciate the power of national unity as associated in expression of the nobler creative qualities of mankind.

"Music is a universal language that helps us to express the things that lie too deep for words. It is the medium through which we find unity with the beauty and the mystery of life. It reaches down into the depths of man and floats out into the spaces that escape our reach and vision and draw us far into the eternal.

"To establish the custom of a nation music week would constitute real progress. It could be made a festal week of great beauty and uplift spiritually."

From an editorial by William Green, President, A. F. of L., appearing in the October number of the *American Federationist*.

## The Third Season of the Associated Glee Clubs of America

The Associated Glee Clubs of America have shown the interest which the male choruses of the country have in cooperative singing. In two seasons, Carnegie Hall and the Metropolitan Opera House have been outgrown and the Metropolitan District Clubs this year have engaged the 71st Regiment Armory, New York, for the giving of their concert on February 6th. A massed chorus of 1200 male voices will sing there to an audience that is expected to reach 10,000. Dr. Walter Damrosch, a founder member of the Association, is to be the music director of the concert and

Theodore Van Yorx, conductor of one of the association's member clubs, is visiting each of the participating clubs for at least one rehearsal and going over with them the details of Dr. Damrosch's interpretations of the various choral works.

The season's Common-Repertoire List, which has early been issued to each member club for rehearsal, is given below:

- "Hymn Before Action" ..... Baldwin  
White-Smith Music Publishing Co.
- "Songs My Mother Taught Me" ..... Dvorak  
Arthur P. Schmidt Co.
- "Chorus of Camel-Drivers" ..... Franck  
E. C. Schirmer Music Co.
- "Sweet and Low" ..... Barnby  
Oliver Ditson Company
- "Bedouin Song" ..... Foote  
Arthur P. Schmidt Co.
- "The Long Day Closes" ..... Sullivan  
Novello and Company
- "The Hundred Pipers" ..... Whiting  
G. Schirmer, Inc.
- "Sylvia" ..... Speaks  
G. Schirmer, Inc.

The concert will be broadcast and during the week-end of the date of the concert, the Association expects to inaugurate for the first time its male chorus competitions.

The first executive secretary of this organization is Kenneth Clark, an old friend of the recreation movement and one who has been for many years interested in musical activities. Having for the last two years held the position of assistant secretary of the National Music Week Committee and having been a member of the staff of the National Bureau for the Advancement of Music, he is peculiarly well fitted for the position. Information about male glee clubs may be secured by writing to The Associated Glee Clubs of America at 113 West 57th Street, New York City.

Labor has long been conscious that leisure and recreation are something more than desirable luxuries—that they are necessary for conserving and quickening creative resources and spiritual vision.—*William Green, President American Federation of Labor.*

# Nature Study as a Form of Play\*

BY PROFESSOR W. G. VINAL

*New York State College of Forestry*

*Syracuse, N. Y.*

Mr. Joseph Lee, Chairman: Prof. W. G. Vinal is our next speaker. He is now Extension Professor in Nature Study at Syracuse University. He was previous to this year head of the science work at the Rhode Island School of Education at Providence. He has for a number of years been the head of Camp Chequesset, a girls' camp on the seashore of New England built about marine nature interests. He is known to all of his friends as Captain Bill. He was for one year at least the President of the Association of Directors of Girls' Camps and for a year President of the American Nature Study Society. I have great pleasure in introducing Prof. W. G. Vinal.

Professor Vinal: Ladies and Gentlemen, I do not know how the Chairman found out all that about me, but perhaps my work in connection with the College of Forestry in Syracuse will interest you, not because it is the largest college of forestry or because it has a sawmill and a thousand acre demonstration forest, but because of the work of the professor of forest recreation. He is the only professor of that kind in the whole world, and the job of Professor Francis is to go out and examine forest recreation. He makes a survey of wild life in these recreational areas. My job, and I have been at it only one month, is the nature activities in these recreational areas. I have only time just to mention some of the contacts with nature in playground areas.

Here are a few incidents to show you the need of this work. A philanthropist once took some newsboys up the Hudson River and when they got to their destination in the country; they began shooting pennies! They had not been taught how to enjoy outdoors.

About a year ago Bear Mountain, the greatest camping park in the world, which draws most of its campers from New York City, had some boys from Manhattan out there in camp. When they arrived one of the older boys looked around and said, "This is a hell of a place, with no street to play in!"

I don't think we realize the changes that have taken place in the two generations. Your grandfather and mine traveled the same way that Nebuchadnezzar and Julius Caesar used, but in the last generation there have been rapid strides.

People live in rookeries in New York and other cities,—just a convenient place to stop all night and possibly take a bath and then away. We are educating our children in the city away from nature. I claim every boy and girl is born a naturalist, but we begin to train them away before they are five or six years old. There is great hope in the playground movement to get boys and girls out of doors. I once took a group of prospective teachers on a trip, making plans for a whole day in the woods. We had hardly arrived when somebody said, "How long do we have to stay?" I knew what they meant, they wanted to get back to the movies. There is certainly need of training in nature leadership.

I want to distinguish first of all between the natural playground and the artificial playground. The artificial playground has a canopy instead of shade trees, ladders instead of birches, Italian wading pools instead of frog ponds. There are playgrounds of that kind and you might as well be in a shed or a basement so far as they are concerned.

What is a natural playground? It has sunshine and fresh air, birds and trees, flowers and play apparatus, but if there is too much play apparatus and there may be such a condition at the expense of the trees, it is nothing more than an outdoor gymnasium.

I thought it was a pretty tough thing when I was born in the country, but I know now that it was the most fortunate thing that ever happened to me. Perhaps some of you think it is a pretty good place to come from. What are some of the things you used to do on the farm that cannot be done on the playground? I do not refer to stealing birds' eggs, for that has gone out of fashion. I do not refer to shooting squirrels, but I want you to make a list if you have time of the things that can't be done on the playground—the do's and don'ts in nature on the playground. I suspect the don'ts would be longer than the do's. "Don't spit on the walks." "Don't walk on the grass." "Don't pull the flowers." "Don't break the trees."

I once persuaded a teacher to take a class into

\*Address given at the 12th Annual Recreation Congress, Asheville, North Carolina, October 5-10, 1925.

the park. One of the first things she did was to bend a limb down for the children to observe and the park superintendent gave her a call-down before the class.

Just a word in regard to playground leaders. Someone has told you that I have a summer camp. What I am going to say about music leaders will apply to nature leaders. One year we had a leader from one of the conservatories of music, and the first day she gave an examination on the chromatic scale and had everybody trembling. The next year, we sent to North Carolina, Alabama and Georgia and got three students from Randolph-Macon Woman's College, who sang negro melodies. They didn't say anything about the chromatic scale. They brought their guitars and mandolins and we sang because we loved to sing. I doubt if they knew anything about the chromatic scale. I hope they didn't!

Now that is what we need in nature. A neighboring camp secured a nature leader from Yale University. She was specializing on the mosquito or something like that. This girl was a failure. Someone said, "It is 100 miles to Boston." She said, "Oh, no, it is 98.6"—that's the sort of girl she was! She was overspecialized. It is a fact that if you study biology and the science of trees too long, you are not fit to put those things over to children. You are beyond hope. I wish I could tell you of the examinations I got out for nature leaders. One of the questions is, "Will a dog follow you?" Some people, you know, a dog won't follow, and they would not be any good helping on a playground.

One of the most pathetic things I have ever seen is a muscle-bound girl trying to teach boys to play baseball. The most difficult leader to obtain is the nature leader. I am glad to say that they are now having schools for this sort of thing and I am sorry I have not time to tell you about those schools, for we have to be taught how to lead people in the out-of-doors.

We must bring people up to behave well in parks and in our playgrounds if we expect them to behave well in our larger parks and playgrounds. Our whole country is some day going to be a playground. We are just hitting the spots here and there.

A man once wanted to sell me some of his playground apparatus for our camp, but I wouldn't listen. If I can't find enough in nature I am not going to put in iron bars. I believe we sometimes put them in because we think the children

won't destroy them! But that is not the way to develop good manners. How will the children behave in the national and state parks? Will they love flowers by pulling them up by the roots? You must teach them good manners at home and show them that people will judge their community by the way they behave out of that community.

I want to tell you a few ways in which you can start this nature work in your home playground. First, don't make a list of birds and have that printed and pass it out. To pass a dictionary would be just as interesting! One of the best books on the natural history of the park is written by Ansell F. Hall. It has a chapter on folklore of the vicinity, on the Indian, on geology and the story of the trees. That is the type of story I would have published, if anything. Then I would have a field naturalist club, and it is up to you, as a playground director to start that. Get your group together at one time and sort of socialize them so they will behave like normal people. They will, if you get under their skin. Plan field trips. Here in Asheville you could plan a trip through the Biltmore Forest, a trip up Mount Mitchell, and one to the playground. You will want somebody to explain the interesting features, but if you get a person who walks and talks like a dictionary, there will be nothing interesting about it. Get a champion for your park, a nature champion who is going to talk and think and write about your park every possible opportunity.

And here is something most important—have a nature guide. I predict that every community will have a nature guide in the near future. No community has that yet, but we do have them in the national parks. I wish I had time to tell you of the wonderful work of the government. If the community has a nature guide, he can take our children out and tell them things in an interesting way. He can tell stories around the campfire and get children interested in the woods. And let me say I shouldn't limit it to children!

I should like you to answer a question. What is the recreation of the recreation director? It would make an interesting list to study. Then my next question would be, do you teach on your playground the things which you take for recreation? All of us will reach that stage where the lower part of the body becomes a shelf to rest the arms on. What will be your recreation when you reach that stage? Nature interest in birds, flowers and trees is an interest that carries over into

old age and I do not think that your playgrounds should be limited to children.

Just a word about the museum. Start a museum in connection with your playground or city park. I have not much time to speak of that, but Harold I. Smith of the Canadian Rockies National Park has a temporary exhibition of this. The Museum of Providence has issued some interesting things. Collect the things from the park, where you are and not from Africa. In connection with that, I notice that a good many playgrounds have elephants, and similar animals. There is so much interest in animals right here, that you need not go to foreign countries. A grasshopper is more interesting than an elephant. Pick him up and he spits tobacco; he has five eyes, one in the center of his forehead and sings with his hind legs. There is a wonderful animal! His music when he sings is instrumental instead of vocal, and he has an ear on the side; the katydid hears with its elbow and the cricket has a pair of cymbals that he plays! Why do we go to the elephant and not the grasshopper? It is because we do not have people to point this out to our boys and girls.

When it comes to the question of material for your handcraft work, use nature. I wouldn't buy raffia, I would get cat-o'-nine-tails. I would get willow twigs and things in the country. One of the best books that I know of is Burr's *Around the Fireside*—wonderful stories. Most of us think that everybody has always had stoves and the things that we have now, but that is not so. This tells how man discovered fire and the uses he made of it. They read like a dime novel. Just remember that you have a circus right in your playground.

I was supposed to talk about nature play. You can't play checkers until you get a checkerboard. I will take time to illustrate only one game. Think about this fact—every animal with the exception of man is trained in nature games. We begin to get trained away just as soon as we get old enough. I have been interested in making up games composed of nature play. I have one I call Camouflage. If you want to know more about Camouflage, read Thayer's book published by Macmillan. Some people thought that during the war that was a new thing, but animals had been doing that ever since Adam and Eve, or perhaps before.

Here is the game of Camouflage: Have everyone blindfolded. Conceal a stuffed animal or a person covered with leaves in some conspicuous

place where he will not be entirely out of sight. A confederate may assist in the camouflage by making misleading sounds, such as the breaking of limbs to suggest climbing a tree. Then let the group uncover their eyes and see which one spies the animal first.

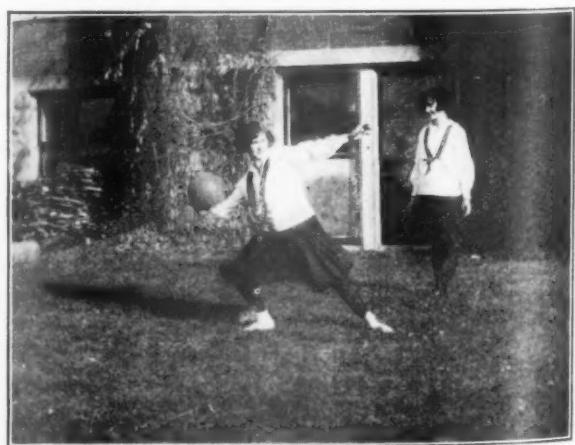
Try a game that will determine who is the best smeller. Blindfold the players and have them smell such objects as catnip, wintergreen, sarsaparilla, turnip, checkerberry. If you use an onion, do not bring it in until the last for it is a handicap to the more fragrant odors.

Just a word in regard to pantomime plays. Base those on nature. We have had a wonderful demonstration at the Congress of how to get drama out of environment in the plays presented by the Carolina Play Makers. I would carry it further and get drama from the birds, trees, etc.



TOBOGGANING, RIVER FALLS, WIS.

This game is called *Aggressive Coloration*. Every animal has two occupations, either to get food or to escape being food. It is supposed that the polar bear is white so he can creep up on his food. The polar bear has not many enemies, so his occupation is to creep up on his food. Post a lookout and get people to come from the outside.



INDOOR BASEBALL THROW, RIVER FALLS, WIS.

## The Athletic Program for Girls at River Falls Normal School

Girls in the gymnasium classes of the River Falls, Wisconsin, State Normal School, under the direction of Miss Catherine Rhoerty, physical director for women, have added to their regular program of calisthenics, drills and aesthetic dancing, the series of tests prepared by the Badge Test Committee of the Playground and Recreation Association of America. These are proving very popular.



BALANCING, RIVER FALLS, WIS.

Another activity which challenges the interest of every girl in the school is the Girls' Athletic Association, the constitution of which provides that any girls shall receive the official G. A. A. sweater with the school "R" upon it when she has earned 600 points. These points may be obtained in a number of ways through group activities and individual accomplishment. One hundred points are awarded to anyone who is a member of the first team in volley ball, basket ball or indoor baseball. A substitute on any team earns fifty points. Another fifty points are awarded a girl walking forty miles in a semester. The winning of places in track events, tennis tournaments and other athletic activities add points. Activities in the open air are especially emphasized and points may be won in tobogganing and skiing for certain periods of time, as well as for hiking.

The observance of certain laws of personal hygiene increase the number of points a girl may win.

Through the use of the Badge Tests and the

point system, the Department of Girls Athletics and Physical Training has gained greatly in popularity.

## Newark's New Stadium

For a number of years, the erection of a stadium in connection with the athletic field maintained by the Board of Education of Newark, New Jersey, has been under consideration. It was not, however, until 1923-24 that money was actually appropriated, when at a meeting of the Board of School Estimate an item of \$150,000 was included in the school budget for this purpose. Later this sum was increased by \$40,000.

On October 17, 1925, the stadium was dedicated. Following the dedicatory address by the mayor and a musical program by the Newark Philharmonic Band came a circus in which many schools took part.

The purpose of the athletic program that Newark has developed has been expressed by Dr. Corson, Superintendent of Schools:

"The Newark School Stadium is dedicated to the practice of sports for the purpose of exercising a formative influence upon the character of the young people in the schools. The aim is not primarily to win games but to play them so that physical endurance may be increased and bodily and mental powers may be developed. Winning the game is incidental even though important. This is a worthy motive when subordinated to one more worthy, namely, to develop initiative, a sense of responsibility, self-control, honor, generosity, loyalty, sportsmanship—the value and permanent products of contests of physical prowess and skill."

"May the games played with this aim and in this spirit at the Newark School Stadium give pleasure to all so that the stadium may prove an effective factor in the life of the city, training her sons and daughters to play fair and realize that upright and honorable character are more to be desired than much fine gold or victory at any cost. May the games played here contribute not only to the formation of character but redound to the reputation of the players and arouse that civic pride in participants and spectators alike that shall fully justify the establishment of this new institution as a part of the educational system."

# The Boy Scouts of America

By

HELEN SEDGWICK JONES

Not long ago I was motoring along the Springfield-Holyoke highway in great haste to keep an appointment, when suddenly we had a blow-out. Anyone who has had a similar experience at such a time knows what was the state of my feelings at the sound of that pistol-like report. None of us were particularly adept at putting on tires, but as there was nothing else to do but get to work we hauled out the jack and started in. Hardly had we raised the car off the ground before a Boy Scout troop, led by its Scoutmaster, came into view around the curve. They stopped, politely asked if they could help, and set to work. In what seemed like a jiffy the tire was on and in place and the delay which had formerly seemed like a mountain had suddenly shrunk to a molehill.

That deed constituted a Good Turn for the boys who did it—and it was well-named.

## *Individual Good Turns*

Over 619,000 boys organized under Boy Scouts leadership are today doing just such daily good turns as this—constantly helping people out of their difficulties. The number of adult leaders has reached a total of over 170,000. Think of what all that organized friendliness means in America!

The variety of service which the Individual Good Turn takes may be seen from the brief list which follows—a list selected from hundreds of other deeds that are quite as significant in the building of boys' character.

Put out forest fire  
Took live wire to curb  
Let a dog out of a trap  
Wheeled a crippled man  
Helped a crippled man  
Cranked car for one-armed man  
Distributed cards for Bible class  
Stopped a boy's nose from bleeding  
Carried a sick woman to the hospital  
Took a small child across three streets  
Attended to neighbor's baby while she went downtown

Called fire wagon when saw house on fire  
Jerked a little boy out from in front of auto  
Put light over dangerous place to prevent accidents

Helped persuade a boy to give an agate he found to its owner

Helped a conductor in a crowded car by picking up some pennies he dropped

Worked and made the money to pay for a Christmas basket delivered to an aged couple

Separated two boys fighting and settled their difference, and all made friends

## *Community Good Turns*

In addition to these individual good turns, there are also Community Good Turns where a number of Boy Scouts cooperate with one of the Community Departments to help on some special occasion. Assisting the Police Department in regulating traffic, cooperating with the Board of Health in anti-fly and mosquito campaigns, reporting fire-traps and violation of fire laws for the fire department, aiding the Forest Service in planting trees and exterminating insect pests, maintaining first aid patrols and booths at fairs, acting as ushers in churches, helping in charity and relief work and shoveling snow in winter are a few of the ways in which Boy Scouts help their communities. It is a Scout law that a Scout may work for pay, but must not receive tips for courtesies or good turns. Such efficient volunteer service as this always finds a demand, no matter how great the supply.

## *Scout Laws*

But there are other important qualities in addition to a willingness to serve, which a Boy Scout must have. These are indicated by the twelve laws which he promises to obey when he takes the Boy Scout oath. He must be trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, reverent. All the real character qualities are listed in this Code of Laws.

### *Practical Training*

The trained Boy Scout also has an immense amount of knowledge at his command. In case of accident, he doesn't immediately run for help but uses the first aid knowledge he has acquired to help the sufferer and then seeks further assistance. Swimming and life-saving are accomplishments of his. During last year alone, 14,000 scouts were taught to swim.

If a Boy Scout has no matches, he can make a fire with two sticks and by means of that fire he can cook a most appetizing meal. He can signal with flags or he can use the Morse code. He can tie a knot which will hold, identify birds and fish, reef a sail, mend a tear in his trousers, or find his way by the stars. His great aim is to "Be Prepared."

### *Merit Badges*

These things any scout can accomplish who has passed through the regular stages of Tenderfoot, Second Class Scout, and First Class Scout, and after this he has an opportunity to learn even more. For there are 71 Merit Badge subjects from which he may then choose, and when he can qualify sufficiently to receive Merit Badges in 21 subjects, he achieves the highest rank in Scouting—that of an Eagle Scout.

### *Patriotic Pilgrimages*

An interest in history and in the deeds of our great Americans is fostered in the Boy Scout program through Patriotic Pilgrimages made by the Scouts to spots connected with the lives of our great men. An instance of this is the trip made annually to the grave of Theodore Roosevelt at Oyster Bay in which last year scouts within a radius of fifty miles of New York City participated.

### *Boy Scout Camps*

That Boy Scouts may have an opportunity to receive the benefits of camp life under most favorable conditions a number of Boy Scout camps are maintained at a comparatively small fee to each camper. During the past year 3,232 separate camps were conducted with an enrollment of 307,000 boys for one week each. These camps are ideal in supplying that lure of outdoor life and challenge to vigorous action and wholesome adventure which every normal boy craves.

### *Boy Scout Trails*

Many states possess trails made entirely by the Boy Scouts. Thirty-two scouts built two bridges and five miles of trail, called the Eagle Scout Trail, in Yellowstone National Park last year, under supervision of the Park authorities.

### *Sea-Scouting*

To satisfy the love for the sea which is common to many boys, a program of nautical work designed particularly for the older boy who has been through the regular land scout program has been devised and put into effect under the title of Sea Scouting.

### *Who Can Be a Boy Scout?*

All boys over twelve are provided for in the Boy Scout program. Those twelve years of age or over who pass the tests required for Tenderfoot rank may become regular Boy Scouts upon taking the Scout Oath. Boys who live in rural communities where it is impossible to form a troop may become Pioneer Scouts. Those who have once been active in scouting may remain affiliated with the movement as an Associate or Veteran Scout and may assist the Scoutmaster when they reach the required age. Sea Scouting, the Pine Tree Patrol, and the Emergency First Aid Unit are programs particularly planned to interest the older boy, who has been through the regular stages of Scouting.

### *Anniversary Week*

The National Boy Scout organization was founded sixteen years ago on February 8th. This year, as in a number of years past, from February 8-14, Boy Scout Anniversary Week is to be celebrated throughout the country, with Leadership Training as its theme. The main purpose of the week is to bring more definitely to the attention of communities the value of the program of Scouting for building character among boys. The days of the week are to be something like this: February 8, Scout Sunday; February 9, School Day; February 10, Home Day; February 11, Citizenship Day; February 12, (Lincoln's Birthday), Patriot's Day; February 13, Round-up Day; February 14, Re-Union Day.

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One of the great problems before the American people today is how to escape boredom.

# The Wolf's Cubs

By

L. C. GARDNER

*Supervisor of Playgrounds, Homestead, Pa.*

*Carnegie Steel Company*

"Pack! Pack! Pack!" calls the Old Wolf. "Pack!" a boy replies and instantly the Wolf Cubs come to attention. "Circles" is the next order and the boys form two rings, one within the other, each cub in a squatting position with his hands resting on the floor in front of him. "A-k-e-e-e-la" the Cub yell is then given with every boy yelling at the top of his voice. The Old Wolf says, "Dybdybdybd" and the boys reply, "We'll dob-dob-dob." Translated this means, "Do Your Best" and, "We'll Do Our Best."

The foregoing is part of the ritual of "The Wolf's Cubs" an organization for younger boys founded by Sir Robert Baden Powell, founder of the Boy Scouts. The Wolf's Cubs is based on a story of a human baby that was lost in a wilderness and discovered and adopted by a female wolf. The baby, cut off from all human contacts, grew up as a Wolf. Naturally he had to learn the law of the pack and confirm to it. So the boys were taught this law:

- 1.—The Cub gives in to the Old Wolf.
- 2.—The Cub does not give in to himself.

But we will not go into details. Those who are interested can learn all about them by securing a copy of the "The Wolf's Cubs Handbook" from Boy Scouts of America, 200 Fifth Avenue, New York City.

It is our experience that the idea "takes" with boys. It appeals to the imagination and provides something to do.

At Santa Barbara, California, there are more than 300 Wolf Cubs under the direction of Mrs. Katherine S. Peabody. At Homestead, Pennsylvania, there are more than 100. Probably many other communities are using the Wolf Cub Program, but the writer is familiar with only these two. At Santa Barbara, badges are awarded as provided in the Handbook. At Homestead we have worked out a system which departs somewhat from the Handbook procedure.

In devising our plan of awards we kept in mind:

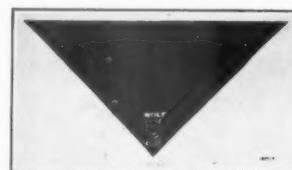
1.—It should appeal to our boys.

2.—It should be inexpensive.

3.—The boy wants his award immediately.

We adopted a neckerchief. Each pack has its own distinctive color. On these neckerchiefs we stencil a design, using oil paint. The stencils are cut from cardboard.

When a boy passes the Tenderpad tests he is awarded a neckerchief with this design:



(TENDERPAD)

After becoming a Tenderpad the Cub then works to pass the First Tooth tests. For this he has this design stencilled on his neckerchief:



(FIRST TOOTH)

No boy wants a Wolf with only one tooth so he works to earn his Second Tooth which is put on the upper jaw and his neckerchief looks like this:



(SECOND TOOTH)

The boy is now a full fledged Wolf and sets to work to earn as many "Bites" as possible.

After a boy has earned several bites his neckerchief will look like this:



(NECKERCHIEF WITH 8 BITES)

After a boy becomes a Tenderpad we stencil his award on a neckerchief and present it to him, with an appropriate ceremony, in the presence of his Pack. He is then given a card like this:

Wolf Cub  
One Tooth Test

Flag .....
Knots .....
Dips .....
Squats .....
Health Habits .....
Membership .....

Keep this card until you have  
passed all the tests.

He keeps this card and has his examiner sign for each test. The card in his pocket reminds him that he has not passed all his tests.

After passing all the tests he turns in his card and has his award stencilled on his neckerchief.

He is then given another card like this:

Wolf Cub  
Second Tooth Test

Recruit .....
Signalling .....
Compass .....
Flag History .....
Message Run .....
Head Stand .....
Cartwheel .....

Bandaging .....
Good Turn .....
Membership .....

Keep this card until you have  
passed all the tests.

As soon as he turns in this card we paint his second tooth in the Wolf's head. He then begins to earn his bites.

The bites are so varied in character that we do not furnish cards. The boys submit models, specimens and collections and satisfy the "Old Wolf" that they merit an award. The bite is then stencilled on the neckerchief.

At Homestead the Wolf Cubs make up an important part of our program of playground activities. Most of our boys like to form clubs. It was not easy to find a workable program for these clubs until we introduced the Wolf Cub idea. Even this program aroused only lukewarm interest until we hit on our system of awards.

The stencilled neckerchief met with whole-hearted approval from the beginning. The boys showed their interest by starting right in to earn awards. As soon as a few of them began wearing their neckerchiefs then others became interested. Soon there were five packs. Every pack is deeply interested and the problem of what to do is solved.

We have been gratified with the way our boys have responded to the Wolf Cub program. It has given our playgrounds a new spirit. It has not only brought the boys in closer touch with the playgrounds but has given them interesting home activities and has called forth favorable comment from parents.

Because the Wolf Cubs have been so satisfactory with us we desire to pass along our experience, feeling that other boys' clubs and playground workers may be able to make some use of it. We shall be glad to make further explanations to anyone who is interested.

I believe that play and recreation have a strong tendency to lessen lawbreaking. At the lowest a boy is not breaking the law—not any law that ought not to be broken—when he is playing football. Further, football and similar dangerous sports give expression to the fighting or knight-errant instinct in every boy, turning it into the proper channel instead of leaving it to overflow over the surrounding country. The alternative to a boy in a playless world is break the law or die, and to his everlasting credit he chooses the former alternative.

I do not believe, however, that the main object of play is prevention of lawlessness or of anything else. It is the expression of the nature that the Lord put into human beings, and its function is positive.

JOSEPH LEE.

# Ninth Annual Report of Detroit

In its Ninth Annual Report, the Recreation Department of Detroit traces its progress for 1916 when a year-round system was organized, following field work conducted by the P. R. A. A. to December 31, 1924.

In 1916, states Commissioner C. E. Brewer in this report, there were 49 playgrounds, 4 street playgrounds, 4 playfields and 7 swimming pools. In 1924 the following centers were operated: 70 playgrounds, 10 playfields, 17 swimming pools, 10 gardens and 24 canning centers. There were 73 tennis courts open to the public and 31 baseball *permit* diamonds.

The unit cost of public recreation in the City of Detroit for the fiscal year ending June 30, 1924, was .576 cents. The maintenance cost for the year was \$417,750.57, and the attendance 7,245,768. Of the total number of people attending the centers 43% were adults; 57% children.

## *Cooperation with City Department and Groups*

Mr. Brewer has the following to say regarding cooperation: "Cooperation between the Department of Recreation and the Board of Education in the acquisition of land results in economy for each department and a saving to the tax-payers. The Board of Education erects school buildings with community center facilities, locker rooms, shower baths and swimming pools, while the Department of Recreation condemns land adjacent for playground purposes when possible. In this way the Board of Education uses the playground for children during school hours and the Department of Recreation uses the building after school hours.

"In the same way the Department of Parks and Boulevards constructs and maintains playgrounds upon park property with the Department of Recreation providing the supervision and direction of athletic games. The Department of Recreation also cooperates with the Police Department in Safety Campaigns and with the Board of Health in Health Campaigns.

"The policy of the Commissioner of the Department of Recreation is to use all existing facilities within the community before spending money in needless building. Consequently activities are conducted in school buildings, community houses, social settlements, parish houses, churches, branch libraries and such places."

*Activities* Among activities sponsored by the Department of Recreation are the following:

## SPORTS

Ice Skating	Horseshoes
Track and Field Meets	Quoits
Indoor Meets	Roller Skating
Cross Country Run	Pushmobiles
Tennis	Baseball Pitching Contests
Boxing	Recreation Kick Ball
Wrestling	Indoor Baseball
Swimming	Recreation Baseball
Life Saving	Soccer
Bowling on the Green	Speed Ball
Tobogganing	Volley Ball
Indoor Bowling	Baseball
Checkers	Football
Chess	Basket Ball
Cricket	Field Hockey—Ice Hockey
Bicycle Contests	

## GYMNASIUM CLASS WORK

Marching	Pyramids
Calisthenics	Tumbling
Apparatus Work	Wand Drills
Gymnasium-Dancing	Indian Clubs
Competitive Games	Dumbbells
Relays	

## CLUBS

Folk Dancing	Business Girls
Dramatics	Checker Clubs
Debating	Chess Clubs
Art Club	Literary Clubs
Musical Club	Reading Clubs
Handcraft	Story Hour Clubs
Athletic	Singing Clubs
Mixed Social Clubs	Friendly Social Club
Intermediate Girls	(Strangers' Club)
Mothers' Clubs	

## HANDCRAFT

Sealing Wax Work	Clay Modeling
Tied and Dyed Work	Interior Decorating
Batik Work	Model Yachts
Fancy Work	Model Motor Boats
Bead Work	Kites
Basketry	Costume Making
Weaving	Paper Flowers
Toy Making	Lanterns
Scroll Saw Work	China Painting
Dolls	Lustre Painting
Gesso	

## MISCELLANEOUS

Business Girls' Meets	Collection—Stamps, Butterflies, etc.
Intermediate Girls' Meets	Sketch Class
Married Women's Meets	Winter Sports Day
Special Days-Parties and Programs	Aquatic Day
Hiking	Pet Shows
Picnics	Monthly Community Programs
Gardening	Municipal Christmas Tree
Canning	Neighborhood Christmas Trees
Special Dancing	Art Exhibition
Orchestras	Handcraft Exhibition
Movies	Summer Camp
Lectures	Band Concerts
Spring Festivals	
Annual Playground Pageant	

# How Can Recreation Contribute to Safety\*

In discussing this problem, Dr. Albert Whitney, National Bureau of Casualty and Surety Underwriters, stated that he is interested in safety only as it leads to the larger life as recreation workers understand it, and not solely in safety as such. The problem of safety is fundamentally one of education because the elements of carelessness and recklessness are the cause of so much trouble. In spite of all that has been done along educational lines the trend in accidents is still upward. There were 19,000 deaths from automobile accidents last year and the increase is at the rate of about 1,000 per year.

The problem of safety workers is largely one of discovering technique in teaching safety. The successful teaching of safety necessitates making the subject interesting, positive and thought-provoking. It must carry the point of view that the safety movement, as in the case of the thrift and health programs, is a conservation movement. Safety preserves us from something that is destructive and transfers us to something worthwhile.

Playgrounds are an important factor in providing safe play space for children; but beyond this, the safety movement needs the recreation worker to put the play spirit into the safety propaganda. The recreation movement can help transfer the heroic spirit accompanying accidents to the doing of something to prevent accidents. Our education today, Dr. Whitney pointed out, is too much one of technique rather than understanding. A new education is coming that will endeavor more definitely to adapt the individual to the life he is to live. It will take into consideration such qualities as courtesy, safety and other important human associations. The present urge from the traffic situation will hasten the new form of education.

Dr. Whitney stressed the contribution that games and sports can make to the safety movement by giving people an understanding of danger and showing them how to transfer themselves from the destructive conditions of danger to a realization of something that is safe and affords enjoyment for the individual.

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John J. Downing, Supervisor of Recreation, Park Department, Brooklyn, in opening the dis-

cussion, pointed out that if recreation is to contribute to safety, the public officials elected to care for the welfare of their constituents must be educated by civic and recreation workers to the realization that playgrounds should be provided for every child in the community. Most accidents are caused by children playing in the streets because they have no other place to play.

Playgrounds, said Mr. Downing, are the greatest "aisles of safety" that can be provided. He stated that for the past ten years, with a daily attendance of 60,000 children on the playgrounds of Brooklyn, there had been only one death, and that of a young man who tried to skate on a prohibited section of the lake where a danger sign was displayed. In an entire year there are not a half dozen cases of fractured bones, and when accidents occur they are usually caused by the violation of the playground rules.

The recreation executive, said Mr. Downing, has a very important responsibility to his community in the matter of furnishing recreation that will contribute to safety. His watchfulness must begin before the land for the playground is purchased; he must see that the playground is desirably located where there is no heavy traffic to endanger the lives of the children. Playgrounds must be furnished with a suitable fence to prevent children from dashing into the street in the excitement of their play. The playground apparatus should be of the best procurable and of a type that will withstand the rough usage to which equipment is subject. The layout of the apparatus should be studied very carefully so that children using pieces of apparatus will not collide with other children. Once in use, the apparatus must be inspected for defects before the playground is opened each morning.

Other ways in which recreation might contribute to safety are through promoting activities that will make the participants observing, and quick of eye and foot and disseminating through the recreation buildings safety literature and posters.

Chicago has a Playground Safety League with the following pledge:

I pledge on my honor to obey and accept the following rules of the Playground Safety League. Upon signing this pledge I am made a member in full standing and will be entitled to wear the League Official Button.

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\*Report of section meeting at Twelfth Recreation Congress, Asheville, N. C., Oct. 5-10, 1925.

1. Look to the right and to the left before crossing a street.
2. Not to hang on wagons, automobiles or trucks.
3. Not to run on the street after a ball without first seeing that no vehicles are coming along.
4. Not to play too close to swings, giant stride, or other play apparatus in motion.
5. Not to throw stones or glass on the street or playground. Prevent breaking of windows.
6. To always be alert to prevent other children from endangering themselves.
7. To report to the Playground Instructor any violations of the rules.

I have read the above and understand what I am pledging to do.

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## Playgrounds for Toddlers

While health and social workers have been discovering the pre-school child and putting emphasis on his special needs, apparently little has been done to provide for the recreation of these small persons. "If it has been found necessary in the interest of care, education or research to form little children into groups, why not in the interests of play?" queries the report of the extensive survey of the health of pre-school children undertaken for the American Child Health Association by W. Bertram Ireland, in a section devoted to playgrounds.

Obviously the tenement houses of big American cities afford no suitable play place for youngsters from two to six, who are even less able than their elder brothers and sisters to cope with the forbidden pleasures of the streets, and, without the diversions of school, have even more time to spend in the business of childhood—play. They must trail along while the mother markets, or shops, or goes to the movies, or stay home while she does the housework and minds the baby. If there is a public playground available, too often one sees a ring of little children sitting or standing about disconsolately while their older and stronger companions occupy all the swings and slides and teeters, the ball field and the giant stride.

Several American cities have made a start toward playground provision for young children. Where efforts are made to segregate them from the rest, the line frequently is drawn between those under and over ten, as in Chicago, by the South Park Commission, and in Philadelphia, by the City Department of Public Welfare. In Mil-

waukee and Cleveland an attempt is made to set apart certain apparatus for the uninterrupted use of children under eight. In Minneapolis children under eight are occasionally formed into groups during the afternoons, since it was found that "many of the children were left alone all day in the summer just like little waifs and some of them seemed to be sewed up and set down." The City Department of Recreation and Parks of Buffalo sets apart those between the ages of two and seven in its seventeen summer playgrounds, though there is no special group supervision.

In a few places special provision is made for pre-school children. The Playground Athletic League of Baltimore organizes several sheltered corners for the littlest children, and plans to segregate those below six when appropriate equipment can be furnished. Under the Public Health Department, the Bureau of Recreation maintains six playgrounds in Pittsburgh, open all the year around, in which children under seven play separately, or at different hours, from those older. In Washington, D. C., the Municipal Playground Association conducts four nursery playgrounds for children under five, and Toddlers' Corners in about eighteen of the larger playgrounds. The roof of the Babies' Hospital in Philadelphia is used by mothers and runabouts "as a refuge from heat and dust at any hour of the day and night" and is suitably equipped for rest and play. The City Park Board of Indianapolis, working on a very limited budget, has devised the ingenious scheme of a portable fence enclosure, made out of scrap-wood, which may be carried about to fence off portions of the city parks. The trellis doorway bears the inscription "For Little Mothers and Babies" and only those under six may enter. The fence painted white and green, is twenty-four feet by thirty, and just high enough to come to six-year-old chins.

Equipment in the public playgrounds consists mainly of swings, slides, teeter boards and sand-piles, with, occasionally, wading pools or impromptu showers under the hose of the Fire Department. In some of the private playgrounds there is more varied apparatus, such as building bricks, jungle gyms, hanging ropes and wooden boxes. A few of the playgrounds, notably those of the Playground Athletic League of Baltimore and the Playground Association of Philadelphia, make use of their opportunities for health examination and follow-up of the children, and other educational work such as health movies, games and shows. Although none of them require cer-

tificates to show that the children are not suffering from communicable diseases, in a number children who seem ill are excluded and referred to the department of health, or, by arrangement, to private practitioners.

Probably the best examples of toddlers' playgrounds, Miss Ireland declares, are those in Edinburgh and Glasgow, Scotland, maintained by the city departments of health for children between the ages of two and a half and five. These playgrounds were described in THE PLAYGROUND for July, 1925.

## A Thriving Recreation Center

In the early part of 1924, the Recreation Commission of Plainfield, New Jersey, of which T. S. Mathewson is the executive, organized at the Washington School a recreation center. The Board of Education provided the building, light, heat and janitor service; the Recreation Commission, the leadership. The working budget was supplied by membership dues of twenty-five cents a year. A program of activities, including basketry, arcrafts, millinery, dressmaking, dancing, quoit pitching and cards attracted seventy-five people the first year, and the center led a precarious existence.

During the summer of 1924 a questionnaire was distributed throughout the West End to determine the response that could be expected should activities be resumed again in the fall. So encouraging were these returns that a more comprehensive program was prepared for the season 1924-1925. Two hundred and twenty-five regular members and at least an equal number of visitors participated in the program.

With the closing of the regular schedule, the enthusiasm of the members demanded the arranging of some events for the summer. In July a large lawn party was held—in August a shore outing, largely patronized.

By this time, the center was on its own feet and the next step involved incorporation under the name of "Community Recreation Society." The officers include a president, vice-president, treasurer, secretary and bursar. There is a board of twelve trustees with terms expiring different years. The dues have been raised to \$2.00 per year.

The program for 1925-1926, printed in an attractive pamphlet entitled *Information Guide, Community Recreation Society of Plainfield, New*

*Jersey*, is divided into five five-week terms. The activities include classes in dressmaking, arcraft, millinery, basketry and public speaking. For these classes a fee of \$1.50 is charged which pays the salary of the instructor. The same fee is charged for the class in instrumental music, the purpose of which is to bring about the formation of orchestras, quartets or other combinations of instruments. The class in dramatics will result in the giving of a number of plays. There are also groups for quoit pitching, card playing and similar activities, for which a slightly lower charge is made. Tournaments are arranged in these activities.

Socials are conducted every Thursday for members and invited guests and municipal dances with an admission fee of 50c each.

The work of the society is conducted under the leadership of a number of standing committees. These include the membership committee, entertainment committee, house committee, finance committee, press committee, visiting committee, educational committee and an advisory committee consisting of one member elected by ballot from each recreational and educational group. There are also such committees as hostess committee, auditing committee, printing committee and grievance committee.

**National Thrift Week.**—National Thrift Week is to be celebrated January 17-23, 1926. Education of the nation in thrift devices is a worth-while work in which all community workers will want a share. The National Thrift Committee of the Young Men's Christian Association is suggesting a number of ways in which the most may be made of the week and urges that everyone coöperate. The days are designated as follows: National Share with Others Day, Sunday, January 17; National Thrift Day, Monday, January 18; National Budget Day, Tuesday, January 19; National Life Insurance Day, Wednesday, January 20; National Own Your Home Day, Thursday, January 21; National Safe Investment Day, Friday, January 22; National Pay Your Bills Day, Saturday, January 23.

Ten Rules for a Successful and Happy Life, called the Ten Point Economic Creed, are suggested below: 1, Work and Earn; 2, Make a Budget; 3, Record Expenditures; 4, Have a Bank Account; 5, Carry Life Insurance; 6, Own Your Home; 7, Make a Will; 8, Invest in Safe Securities; 9, Pay Bills Promptly; 10, Share with Others.

## Golf for Juniors

By

SAMUEL GILBERT

*Chicago, Illinois*

Golf for juniors is growing in popularity. The Board of Athletic Control of the Chicago High Schools are now investigating the matter of including golf with the major sports—football, baseball, basket ball and track athletics. If this is done, it is possible that golf strokes will be taught in the gymnasium as a gymnastic exercise, as are wand and Indian club swinging. Golf is a major sport in many of the universities and high schools. It will eventually become this in the high schools of all the large educational centers in the country.

In the Father and Son tournament held in Chicago last August there were ninety-nine fathers and their boys who played as partners, one foursome being composed of a man eighty-two years of age and his son of fifty playing against a father of forty and a son of twelve.

### GOLF FOR HIGH SCHOOL STUDENTS

For the last eight or ten years there has been an annual team and individual championship tournament held in Chicago. As golf has been rated only as a minor sport in these schools, there were not many pupils who felt it worth while to go in for a minor letter when they could play in one of the major sports. The tournaments have been held on the public park courses, and the tournament players have rarely had the right of way to play their game. The result has been that the management of the tournaments has been unable to keep in touch with the players and to see that they all play the game according to rules. Last June for the first time the championship high school tournaments were held at the Olympia Field Country Club, through the courtesy of the management of the Club. No green fee was charged. The fact that the game was played on a private course—one of the best in Chicago—greatly stimulated the interest of the players, and eleven high schools sent teams and individual players. The winning team was awarded a high school championship shield and each member was presented with a gold medal.

### THE ILLINOIS JUNIOR GOLF ASSOCIATION

This Association has been organized and incorporated for the purpose of furnishing the boys of the State of Illinois with a golf club of their

own. The membership will be limited to 300 boys who will pledge themselves to play golf according to golf rules. Any boy who has not caddied for pay after his sixteenth birthday, and who is at least fifteen and not more than twenty-one years of age, will be eligible.

The players will be classified according to their ages as follows: Boys from their fifteenth birthday to their sixteenth birthday—Group C; boys from their sixteenth birthday to their eighteenth birthday—Group B; and boys from their eighteenth birthday to their twenty-first birthday—Group A.

Each group will hold its own individual matches, and the tournament committee will arrange handicaps in each group. Each group will have teams to compete with teams of the other groups, and there will be a championship association tournament, with prizes for the Association champion, runner-up and medalist, and with prizes for the winner of each group. A number of business men are in accord with the purposes of this organizing, believing that the Association will materially assist the coming young players to improve their game, to enjoy honest competitive matches and to furnish the members with a club whose standards of sportsmanship will be of the highest. It is hoped that this, the first of its kind for boys, will result in the formation of similar associations in other states, and later of a national inter-state tournament for boys.

### INDOOR GOLF

There are many indoor golf courses operated during the winter months in the sporting goods departments of large stores and in other centers. While this game is not the same as outdoor golf, it supplies a very interesting activity for boys and girls to enjoy after their school hours.

Last February permission was secured from the School Board to hold an indoor golf tournament for high school students. The result of the publicity brought the coming outdoor golf game before the students and others interested and materially assisted in rousing interest in the outdoor game.

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In the November PLAYGROUND a statement was made that Richmond, California, had recently completed a municipal plunge and bath house, costing over \$1,000. This amount should read \$100,000.

## Rural Community Projects

Interesting projects are being conducted by the Department of Rural Social Organization of the New York State College of Agriculture, under the leadership of Ralph A. Felton and Mary E. Duthie.

### *Leadership Training in Recreation*

One such project has to do with the training of recreation leaders in rural districts. Each Home Bureau unit, Farm Bureau group, grange, church, lodge, Parent-Teacher Association and other civic agency is asked to send to a training course two representatives who are chosen with the understanding that they will put into practice at meetings in their local organizations the methods and material from the training conference.

Each conference (one or more is arranged for every county) will meet three times, with at least a month intervening between the sessions. It is ordinarily a day meeting continuing from 10:30 a. m. to 4:00 p. m., and each section consists of lectures and demonstrations alternating throughout the day, about two-thirds of the time being given to demonstrations. Among the subjects covered are the following: *Handling a Crowd at a Social and Recreation Meeting, How to Get People to Play, Points in Making Games Interesting, the Value of Play, the Leader's Task, the Use of Games in Teaching School Subjects, Things to Do First in a Meeting, Ways to Liven Up a Meeting, Rhythmic Games and Outdoor Picnics.*

### *In Community Drama*

Similar three-day institutes are planned for community dramatics, the subject matter presented including selection of the play, preparation of the play for rehearsal, stage movement, reading, scenery, lighting and make-up. As a part of the course, plays will be cast at the first meeting, directors appointed for each and arrangements made for rehearsals in the interims between meetings of the class. Rehearsals at the conferences give opportunity for criticism, instruction and class discussion.

### *Pageantry*

Community pageantry is the subject for a third institute, which meets one day each month for

three consecutive months. Through these institutes training is given for assembling data for pageants, adapting pageants already written to local needs and directing simple dramatic celebrations of holidays. The subject presented includes history of pageantry, types of pageants and their uses, writing a pageant, organization and production of pageants and festivals.

### *Demonstration and the Planning and Building of a Playground for a Home, a Village or a School.*

A very practical project is outlined in this activity designed to demonstrate the laying out of a playground and the making of the necessary play apparatus.

In planning for this demonstration the local organization or teacher or school trustee shall notify the county agent who makes arrangement with the specialist at the college for the demonstration. Information should be furnished regarding the size of the playground and the amount of money available from the local group for buying materials. The specialist will send a complete list of lumber and other material for the community to purchase. For a rural school the material needed will cost from \$20.00 to \$50.00, depending on the amount of apparatus desired.

The teacher or local committee will arrange for the meeting when the play apparatus is to be built. It may be organized as a picnic from 10:00 a. m. to 4 p. m. with a basket dinner, or as an afternoon meeting from 1:00 to 5:00.

Any local group may take the initiative in arranging for this demonstration.

### *Community Houses*

A fourth project provides for assisting local groups in the planning and building of a community house. A specialist visits the locality to study public needs and uses of a house before plans are adopted and advises with the local group regarding plan specifications and programs.



## The Beatitudes

JOSEPH LEE

It was an unusual scene that took place last night on the Common in front of St. Paul's Cathedral. I came to it along the path where I have walked a thousand times to school or business, past those every day surroundings—the elms, the Frog Pond, the State House and Park Street Church upon the left—with which I have been familiar for so many years. But on reaching Tremont Street Mall I came upon a scene such as I have never seen before but once—on the occasion of the rendering of the Beatitudes last year. There, filling the street, the Mall, and a large semi-circle of the grass, and stretching far in amongst the trees, was a crowd of many thousands standing densely packed, silent, facing the pillared portico of St. Paul's.

I have witnessed many scenes upon that corner—school games and snowball fights, arrests, horse car blockades, revivals, and the daily drama of city life—but I had never thought to see there a religious observance that should make a church of that part of the Common, and fuse its miscellaneous human elements into a single and devout congregation.

Presently upon the silence there came the clear tone of some small wind instrument and then the voices of a choir chanting the beatitude: "Blessed are they that mourn; for they shall be comforted," while the words were thrown across the architrave of the Cathedral, and Mary, St. John and other mourners passed across the stage in front of the tomb, from which presently a bright light shone revealing the figure of an angel.

I will not try to describe in detail the rendering of each beatitude. The action in each case was dignified and very simple, and there was throughout—in the grouping of the figures, the fall and flow of draperies, the composition of the successive pictures—something that brought back to life the great Venetian artists. And the lighting—our wonderful modern contribution to dramatic art—fulfilled the glowing prophecy of La Farge. But the total, peculiar and unique effect depended upon a quality permeating the whole presentation not easily reproducible in words. The secret lay, I think, in a simple innocence—a happy, childlike, untroubled confidence—such as one sees in the pictures and the stained glass windows of the great period of mediaeval art. Certainly I

have seldom seen anything more beautiful or more religious. And such re-uniting of beauty and religion on Boston Common is perhaps significant.

## Bread and Play

(Continued from page 550)

ing leaders of capacity among the boys and of using them for character training of the younger boys. Against official protests that "we were given money for bread and not for play" he started a camp and himself took out the boys by fifties and hundreds for ten days in the open. Although he could not speak their language he taught them to play and to play fair. They began to shout and sing. He had aroused their minds, stirred their souls and made them sense responsibility and "consider the other fellow." The transformation of these boys into leaders possessed with the spirit of service, converted the protesting officials to the value of play. In less than two years he had produced fully five hundred leaders from the orphanage ranks and thus saved thousands of dollars it had cost to employ teachers, bakers, cooks, workers. These five hundred leaders trained both to work and to play, and to play the game to the finish, on American standards, will be among their own people always while American leaders would have been but temporary. If the play spirit had not been called into being, neither would these leaders have been born.

But Ogden and Gannaway were only two volunteer pinch hitters. A whole team of champion play leaders are needed. Workers in the Near East Relief in Greece, Armenia, Syria and Palestine know that such results have been obtained and realize the need of play as well as of bread to develop body as well as character in the tens of thousands of orphans still under their care. The public in general has to be convinced. Probably many of those who give most quickly to save a human being from starvation would be slow to see the rest of the picture. The gospel of play is equally good for the West Side, the East Side, or the Near East. It transforms motives and character. A team of our most inspired play leaders is needed to carry the play message to those whose bodies have already been saved by the older teaching, "Love thy neighbor as thyself."

they rented temporary quarters in a flat, paying fifteen dollars a month, for a boys' club, and started to raise funds in the neighborhood for a community center.

Some of the boys were drawn into the club. They were given something to do. First a minstrel show was put on to raise funds, the district supplying the talent, the Recreation League furnishing the leader. About seven hundred dollars was cleared. Then the five men arranged a street fair which netted about one thousand dollars. People outside the district were not called upon to contribute, and though a few persons sentimentally interested in the neighborhood made gifts, and the city-wide organization was behind the club, it was understood from the first that the district was to look to itself mainly for the support of its own enterprise.

A lot was bought for five hundred dollars, and the money earned by the entertainments went to pay for it and for building materials. A club-house was begun by the five men and other volunteers. It isn't a large one, and it has been six years in building, and it isn't quite finished yet. But that is a mere detail. The five men have given—and are still giving—each of them, two nights a week to the direction of the community club. The boys came in for play, and so did the girls and their parents. There are gymnasium classes for boys and girls, classes in folk dancing, music. The membership of the community club has reached 250, of whom 50 are boys.

The members pay dues of twenty-five cents a month. The Community Service Recreation League has general supervision and has supplied a leader and teachers for various classes. Since the establishment of the San Francisco Community Chest, the funds for the extra expenses of the club have come from it. Increasing use has been made of the center: among other things, it has housed a free well-baby clinic maintained by the San Francisco Board of Health.

But the credit for the success of the center goes to the five men. They are not politicians; they are not high-hats. All are married, but only one has children. He is the one who gives his special energies to the Boy Scout Troop of fifty members in which his own two boys are enrolled. It was not all easy to do: the scepticism of parents in a district where many have newly come from overseas—the district has a large Maltese colony—had to be overcome. But the men and their neighbors saw a job, and did it.

## Lynn's Playground Exhibition Attended by the President

The peak of excitement in the lives of the children of Lynn, Mass., was reached in August when the President of the United States witnessed a section of their annual playground exhibition as a part of the program which celebrated the raising of "Old Glory" on the Lynn Common.

Eight weeks of preparation, and then the thought of the President's coming, materially enhanced the interest of the children in the great event.

At noon on the looked-forward-to day, 2,000 gaily costumed boys and girls, accompanied by a band, marched by playgrounds, each playground headed by a banner, through Lynn's downtown district. Pink and green costumes, yellow and black costumes, children all in pink carrying baskets of flowers, others in black and white with black capes and black conical caps, costumes of black bloomers and white middies topped by a flag, children emulating rosebuds, a gathering in witches' costumes, and a section of children dressed in the costumes of England, Italy, Russia, Greece, Holland, France, Mexico, and other countries, made up a part of the procession. Other features were a princess with her attendants, Captain Kidd and his crew, a crowd of Brownies, just playground children and a sports section, all of which received a great deal of applause from those on the side lines.

The afternoon's program included a doll carriage parade, a performance of *The Enchanted Garden* with its delightful fairy tale, a boys' mass drill, folk dancing, a mimetic drill done by several hundred girls in uniform and a ukulele stunt.

But the most exciting moment for the children, and for many who weren't children, came when all started for the Lynn Common "to see the President."

Throngs lined the path of President and Mrs. Coolidge's entrance and upon their arrival at the grandstand two tiny playground tots presented Mrs. Coolidge with a bouquet of American Beauty roses in a beautiful reed basket. A Patriotic Ensemble given by 200 playground girls in costumes of the various countries was a feature especially appreciated by the presidential party who applauded the program heartily. After a few

brief and inspiring speeches, the President himself, amid much applause, helped to hoist the new flag to a height of 135 feet on the Lynn Common. It was an impressive sight to see Old Glory swaying in the breezes, while the sun slowly sank in the distance and the band played America.

Those who had come out to see the President in the afternoon remained to see the repetition of the playground exhibition at night. Full flood lights cast a glow over the playing children, which made it a veritable fairyland of beauty and the seating facilities were only half large enough to accommodate the immense crowds.

It certainly could be "called a day" for Lynn's playground children, but it was a stimulating day—a day not to be forgotten—and if hundreds of little girls dreamt that night of being First Ladies of the Land and sturdy little boys of being future Presidents, it isn't to be wondered at.

## Portland's 1925 Playground Fete

The annual playground fete at Portland, Maine, called out many interested spectators, estimates placing the number at 5,000. The afternoon's feature was a doll carriage parade in which 200 tiny girls were entered. Three prizes were given, though it would have been simpler to give fifteen times that number, so many elaborately decorated carriages, wheeled by so many charming little girls, were among the entries. "Life-size" dolls, the gift of the Portland Lodge of Elks, constituted the prizes and the three children having the most distinctive costume, the prettiest costume and decorated carriage, and the most novel decoration were the winners. A Kate Greenaway costume of lavender crepe paper, a frock of narrow rows of crepe paper in pastel shades, with the edges curled to represent petals and a carriage decorated to match, received the first two prizes. The other prize went to a child who had covered her carriage entirely with green burdock burrs—a unique and ingenious decoration.

The second part of the program consisted of a very effective and beautiful pageant, The Fairies' Review, in which 300 girls took part. One of the most interested spectators was City Manager Harry A. Brinkerhoff, of Portland, who spoke enthusiastically of the playground work in the city and urged that it be extended.

## In Sacramento

A municipal chorus and a municipal orchestra are the latest developments in Sacramento's steadily growing recreation program, according to George Sim, superintendent of recreation in Sacramento, who recently concluded a month's trip in the East. Mr. Sim, who visited many cities and attended the Recreation Congress, stated that, considering the population of Sacramento, he was much encouraged by the progress in public play made in his city.

It is only for seven years that Sacramento has had a trained director at the head of its recreation department. However, the program there includes everything "from mountains to marbles," to use the term which Mr. Sim employed in indicating the broad sweep and range of the city's recreation activities. Sacramento's summer camp near Lake Tahoe is available to the citizens for periods of one or two weeks. The department last summer had one hundred amateur baseball teams playing each week, fifty of them twilight teams composed of players from factories, stores, banks, and other business establishments. This fall no less than forty-eight soccer teams will be seen in action. The municipality boasts two golf links of nine holes each, on one of which playing is free, with charges of 50c per day, \$3.00 per month, or \$15.00 per year on the other.

Twelve playgrounds are operated by the department and on several of them modern club-houses have been erected in recent years.

Much attention was given to municipal music methods in eastern cities by Mr. Sim, as he has great interest in developing his present chorus, which numbers three hundred members and his orchestra of sixty-five players. Both musicians and singers of Sacramento are volunteers. The recreation department is responsible for the annual Music Week. The slogan of the city is "Music by the people, and for the people."

The next step in Sacramento, according to Mr. Sim, will be the thorough organization of community drama activities.

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"We cannot have too much sport. Sport is one of the greatest influences for good in this country today."

—Board of Temperance, Prohibition and Public Morals, Methodist Episcopal Church, July 20, 1925.

# Mother Nature's Invitation

CONDUCTED BY

WILLIAM G. VINAL

*Professor of Nature Study, New York State College of Forestry*

## WINTER NATURE STUDY: WAS AND IS

Some folks think that Nature study retires for the winter with the ground hog or perhaps that it goes to Palm Beach along with the bird migration. This is just as imaginary as the belief that pussy willows are only here when they *pussies*.

Many people eat a big turkey dinner and retire for the winter. They are said to be *housed up*. With the fear of pneumonia as an alibi, others take their last bath of the season. Some neighbors, southern European we are told, sew up their children in several layers of shirts topped off with a red sweater. These people believe that everyone else does the same thing. This also is a supposition.

Thanksgiving marks the retiring time of nature crops. The leaves have fallen, the insects have had their last medley and the beavers have gone to their winter cabins to live on aspen bark. Everything, in the style of Moby Dick, is stored down and c'reared up. This again is not so. With the retiring of the chipping sparrow comes the junco. Although the American silkworm is hanging in a cocoon, the woolly bear still roams. It is spawning time for the codfish. Winter nature-study is as interesting as summer nature-study. There is every indication that there are those who are being aroused to the possibilities of winter interests.

December opens the season of unnatural winter. When business is poor with editors the *old timer* is made to observe squirrels storing an extra large crop of nuts and their fur is reported as unusually thick. On the strength of this the prophet predicts a hard winter. But large crops are due to past weather rather than future and a thick coat of fur is the result of good food rather than what is to come. This annual display of current unnatural events is being censored by our young naturalists.

The classical Old Farmers' Almanac always predicts a snow storm along in the first two weeks in January. The writers assume that if the period was long enough there would be sure to be a snow storm. If a winter sport party is going to Jaffrey in the White Mountains, however, the members are apt to consult the weather-man as to whether there will be a snow storm over the week-end.

Ground hog weather is giving way to the weather bureau.

The almanac has also been found to be a wonderful advertising medium for patent medicines, probably to prevent the ill effects of winter. Horse chestnuts and muskrat furs are still used to keep away rheumatics and the rabbit's foot is carried for good luck. The fear of winter has sentenced more people to close confinement than is commonly realized. But there is an uprising. Modern youth is showing an utter disregard for winter ailments. They are insisting in ever increasing numbers upon opportunities for winter sport.

Bear Mountain, the largest camping park in the world, is opening its fourth season of winter camping. The commission has constructed an outdoor skating rink, two toboggan slides, and rents skis, sleds and snowshoes. The old fashioned straw ride is being revived. The winter hiker is getting a genuine thrill following snow clad streams and animal trails. They insist on seeing the tracks of the fox and the snowshoe rabbit which before have been limited to book nature.

The Girl Scouts of Rochester are interested in a plan suggested by the National Plant, Flower, and Fruit Guild, of distributing to shut-in people small Christmas trees in pots. If these trees are kept alive in the winter they are to be transplanted in the spring. This project is being carried on in cooperation with the New York State College of Forestry. This shows not only a fine way of carrying out the scout laws, but the broad policy of the Forestry College in not discouraging the Christmas Tree. It is the Christmas Tree brought up to date and in harmony with all laws of conservation.

An interesting source of enjoyment with potted plants from the out-of-doors is with the winter rosettes of biennials. The mullein plant is sold as the American Velvet plant in London. Queen Ann's Lace suggests the beauty of the leaves of that plant and the cultivated carrot when grown in flower pots becomes a close rival of our ferns. Even the dandelion and primrose will blossom when brought to a warm room. The green colors of these weeds are as refreshing as that of the

laurel, Prince's Pine, and Christmas fern. While getting an up-to-date winter view-point why not get better acquainted with our weeds and stop the extermination of these rarer plants of the woodlands?

The Massachusetts State Girl Scout Camp at Cedar Hill, Waltham, is getting ready for winter scouting parties. Early mornings will find merry girls hiking through snow flurries to hemlock hill or the cedar swamp to see the footprints of the partridge, or to watch the nuthatches and myrtle warblers. Many a rollicking group has decided that the lean-to is the favorite shelter in winter. They build their lean-tos of evergreen boughs and have a reflector fire built in front with a log or stone back to reflect the heat into the shelter. These scouts sleep inside as warm as toast, and with an absolutely clear conscience, for the snow eliminates the forest fire menace.

Another sign of a busy time outdoors this winter comes from the schools. The observer recently saw a group at the State School of Agriculture at Alfred, New York, on a nature trip in a heavy snow storm. Upon inquiry he learned that they were prospective teachers learning nature that they in turn might take their pupils into the open.

The forests and snowfields are our natural playgrounds in winter. The gap between play in summer and hibernating in winter is becoming remarkably narrow. People are going to the woods in winter in greater numbers. If a half million participated in winter play last year we may expect a million this season. Shall we uphold the American standards for recreation in the winter? Progressive cities are beginning to point with pride to their winter playgrounds.



## The Question Box

### How FAR DO CHILDREN GO TO THE PLAYGROUND?

A study made by a committee of the American Institute of Park Executives in the cities of Milwaukee, Minneapolis, Washington, Detroit and St. Paul, indicated that about 46% travel less than  $\frac{1}{4}$  mile; over 70% less than a  $\frac{1}{2}$  mile; 7% travel over one mile; leaving only 11% who travel more than a mile. About 66% traveled less than three blocks. In Minneapolis, St. Paul and Washington less than 35% traveled  $\frac{1}{4}$  mile. In Detroit and Milwaukee 53% and 63% traveled less than  $\frac{1}{4}$  mile. The relation of heavy traffic to playground attendance is indicated by these percents. Probably in large cities where traffic is heavy playgrounds must be closer together.

The older children, of course, go farther than the younger ones to a playground. Five-sixths of the children under seven years of age travel less than three blocks; 87% of the children under twelve travel less than four blocks.

Seventy-four per cent of the children attending were under fifteen years of age; 16% were under seven years; 58% were seven to fifteen; 26% were over fifteen years; 11% were over nineteen (not stated if this included evening use). This probably indicates lack of special leadership for groups under seven.

As to frequency of visits:

15.7%	came	100%	of the time
18.4%	"	90%	" " "
22.4%	"	80%	" " "
27.7%	"	70%	" " "
32.8%	"	60%	" " "
44.5%	"	50%	" " "
55.2%	"	40%	" " "
70%	"	30%	" " "
99%	"	20%	" " "

Milwaukee had 23.5% of her children on the playground all the time; 55.5% two-thirds of the time, and 83.5% one-third of the time.

### A FEW OF THE QUESTIONS ASKED AT THE CLASSES HELD AT THE RECREATION CONGRESS

#### Drama

Q. What is the difference between a masque and a pageant?

A. We are endeavoring today in America to differentiate between these two forms of dramatic expression by calling a purely symbolic presentation a *Masque* and an historical presentation (in



## Your Responsibility

WHEN you approve a requisition for playground equipment, you immediately assume grave responsibilities. You are responsible for the safety of the children who will use the apparatus for years to come. You are responsible to taxpayers, because they depend upon your judgment, to buy for economy and durability. This means apparatus that costs less in the long run—and will still be in daily service after the children who use it have children of their own.

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is built with three fundamental principles in mind. It must be **SAFE**. It must be **Durable**, and therefore **ECONOMICAL**. Fred Medart began making gymnasium and playground apparatus in 1873—it stands to reason that by now it must be as nearly perfect as it can be made.

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which symbolism may have a part) a *Pageant*. This may be the history of a community, an institution, a movement, or a series of historical events in any period or periods of history.

**Q.** How do you begin to plan a community pageant?

A. A pageant is usually initiated by a small group of community-minded citizens who visualize its worth as a cooperative community expression through which many civic values are strengthened. The second meeting to discuss the pageant is an open one to which all organizations are asked to send one or two representatives. The first committee to plan for as soon as the pageant has the support of representative groups and the executive committee is chosen, is the historical committee, whose business it is to gather material which later will be dramatized. Other committees which should be planned for early are Speakers, Cast, Costume, Music, Publicity, Finance, Grounds, Properties. Still others to be organized later are Production, Stage Management, Auto Service, Ground Service. We need as many committees as there are actual duties to be carried out.

**Q.** How do you manage the crowd back stage at a production?

A. Each group has a leader. Each group has a number and placards bearing like numbers are back of scenes. Each leader gathers her group at their placard. They wait there for a call from the stage committee.

**Q.** Who writes the pageant if you are not using one already written?

A. There are several ways in which to handle this. It may grow through the English Department in a School of College in the city. It may be written by a Pageant Director. It may be written by a Pageant Committee, but the final dramatization of the pageant should be in the hands of the pageant director.

**Q.** How do you manage about pageant costumes?

A. The Pageant Committee makes small models of costumes with the amount of material, price and other items of information attached and each leader has her model. Groups make their own costumes unless they wish to hire them made. This procedure has been used where the cast numbered 4,000 to 5,000 people. Sometimes we have a costume shop where wigs, boot tops, special costumes, are made. Cheesecloth can be used for almost

everything. It is not necessary to rent many costumes for big productions—only those which are complicated to make, such as the uniforms of generals and of some soldiers and the costumes of a few principal characters.

**Q.** What are the usual expenses?

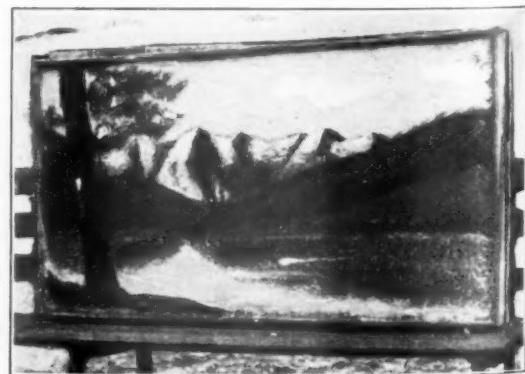
A. This depends on many things: music, publicity, programs, properties, rented costumes and printed pageant directions are the usual items in the budget plus whatever expense may be involved in preparing the stage and grounds for seating. This differs greatly.

**Q.** Can a Hallowe'en Party be called a Pageant?

A. We are making a great mistake in calling everything from a series of tableaux, a circus and a parade up, a pageant. Let pageant be the term applied only to something worthy of the name.

**Q.** I am a director of a Camp Fire group. The different organizations of the town have joined in giving an entertainment at the Town Opera House. The Camp Fire group is allowed twenty minutes. I have any number of girls at my disposal but as they are inexperienced in acting, will it be advisable to make our contribution a pantomime of some sort, and if so, what pantomime do you suggest?

A. *Rameses' Dreams*, by Marion Norris Gleason and Harold Gleason, is a pantomime which may meet this need. It is an Egyptian pantomime with music showing the figures on the frieze of Rameses' tomb coming to life and performing their annual ritual in honor of Rameses. It is an excellent comedy and introduces some delightful dances. The pantomime is not too difficult for a group of girls and the colorful costumes afford an excellent opportunity for utilizing the artistic talents which are found in every group.



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**How Good Is Your Town.** Measurement Standards Used by the Wisconsin Conference of Social Work, University of Wisconsin, Madison, Wisconsin. Price \$1.00

The Wisconsin Conference of Social Work during the past year has conducted a better cities contest for second and third class cities. The standards of measurements which were applied to communities competing were based on the following common factors for making a city a good place in which to live: Town Planning and Zoning, Industry, Education, Health, Public Administration, Social Service, Recreation, The Public Library, Town-Country Relations, Religion.

All the standards and the material used in the contests will be found in the handbook entitled "How Good Is Your Town" which may be secured from the Wisconsin Conference.

**THE HOUSE THAT HEALTH BUILT.** Published by the East Harlem Health Center, 345 East 116th St., New York City.

This is a report of the first three years' work of the East Harlem Health Center, situated in the East Harlem district of New York City. This experiment, coordinating health and family welfare work in this district, was undertaken by the Department of Health, City of New York, and twenty-two cooperating agencies under the auspices of the Red Cross. Its growth and success are shown in this report. Under one roof were located the various health and relief agencies and through real cooperation more than twice as much attention was given to the health needs of the neighborhood as when they were located separately. The *New York Times* says of the experiment: "Outstanding among the health centers that are springing up in different towns and cities throughout the United States is the East Harlem Health Center, opened three years ago through the initiative of the American Red Cross and operating in a district of some 112,000 people on New York's upper

East Side. The experiment is a pioneer in many aspects of the health center movement, but its greatest distinction lies in the fact that it is 100 per cent. cooperative. It is a real community undertaking shared in by every health and welfare activity of the neighborhood—non-sectarian, Jewish and Catholic, public and private."

**REVIEW OF OFFICIAL VOLLEY BALL RULES, 1925-1926.** Spalding's Athletic Library, Group 12, No. 364. American Sports Publishing Company, New York. Price 10c

Official volley ball rules, recent changes in rules, recording sheets, volley ball for girls, hints on playing and accounts of the development in various sections of the country are incorporated with other material in this booklet.

**THE VISITING TEACHER IN ROCHESTER.** By Mabel Brown Ellis. Published by the Joint Committee on Methods of Preventing Delinquency, 50 East 42nd Street, New York City. Price, 75c

Another contribution to the list of studies made by the Committee is represented in this report of a study of the work of the visiting teacher in Rochester, where the experience of the Board of Education in developing a special department of visiting teachers, the case records available and the interrelating of school departments with community agencies have provided a fertile field for study. How the Visiting Teacher Department originated and how she does it, the results of her work and the administrative relationship of the department, are told in a way which gives this study value for community workers in many fields of activities.

**PUBLICATIONS AVAILABLE SEPTEMBER, 1925, BUREAU OF EDUCATION,** Washington, D. C.

This pamphlet represents a listing by the Bureau of Education of all its publications issued since 1910. The



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pamphlets and other material noted are listed under the year in which they were published. The document shows the remarkable growth there has been since 1910, when the Bureau issued its first pamphlet.

Many publications of help to community workers as well as teachers will be found in this list.

**PROGRESS REPORT, COMMONWEALTH FUND PROGRAM FOR THE PREVENTION OF DELINQUENCY.** Published by Joint Committee on Methods of Preventing Delinquency, 50 East 42nd Street, New York City

In this report the Joint Committee tells the story of the development of its program from its organization in 1921. It is the story of the agencies and methods through which the Committee seeks to promote community service for the understanding and guidance of behavior problem children. Specifically the aims are to demonstrate the method used by psychiatric clinics for children and the visiting teachers in schools, and to enlarge the facilities for training workers in these fields.

**1925 HOCKEY GUIDE.** Spalding's Athletic Library (38 R). The Official Publication of the United States Field Hockey Association and the American Physical Education Association. Published by the American Sports Publishing Company, New York City. Price 25c

This Guide contains a number of very important changes in the rules. It is important, therefore, that coaches and umpires shall secure copies of the Guide as soon as possible. In addition to the changes in rules, coaches and teachers will welcome the articles on "Interchange for the Defense" by Ann Townsend, Captain of the All-American team for 1924, "Right Wing Play" by Mary Adams, also an All-American player, and "Analysis of Hockey Strokes" by Hilda Burr, graduate of the Chelsea Physical Training College, London.

The Inter-City Hockey Tournament for 1925 was held on the grounds of Wellesley College, November 25-29. The Tournament was especially interesting because of the presence of a visiting Irish team.

The editors are hoping to secure for future editions good action pictures and requests that any group having such pictures shall forward them. Directions regarding interpretations of rules may be secured from Miss Cynthia Wesson, Cotuit, Massachusetts. Miss Wesson is Chairman of the Committee on Field Hockey of the Committee on Women's Athletics, American Physical Education Association.

**SOCIAL PROBLEMS AND AGENCIES** Edited by Henry S. Spalding, S.J. Published by Benziger Brothers, New York City. Price \$2.50

Present day social problems and the agencies and forces organized to prevent and combat these evils are the two main subjects of this book of Father Spalding's, which completes his series of books on social subjects, the first being *Introduction to Social Service*, the second, *Chapters in Social History*.

Under the title Social Problems such matters are discussed as—Immigration, Americanization, Housing, Unemployment, Crime and the Punishment of Criminals, the Narcotic Peril and similar problems.

The Second section outlines the work of a number of organizations, Federal Bureaus and Social movements. At the end of each chapter appears a suggested list of topics for discussion which is very helpful.

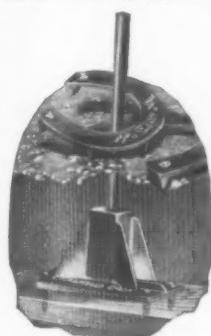
**GUIDE BOOK FOR BETTER HOMES CAMPAIGNS.** Issued by Better Homes of America, 1653 Pennsylvania Avenue, Washington, D. C. 15 cents

There are very definite suggestions in this comprehensive booklet for organizing for Better Homes Week, which in 1926 will be held from April 25 to May 1st. The work of committees and sub-committee is outlined and suggestions are offered regarding the participation of different community groups. Illustrations of houses that have been built in various communities and definite information regarding them supply a wealth of material to any community taking part in the contest.



## GROWN FOLKS AND CHILDREN ENJOY THE GAME OF HORSESHOE

The photograph above of the Feil Avenue Community Playground at Bloomington, Illinois, illustrates an interesting crowd of horseshoe pitching fans. National Lady Champion Pitcher, Mrs. Lanham, is shown in the picture together with many youthful enthusiasts, who crowd the playgrounds daily. The three courts are in use nearly all the time.



DIAMOND STAKES AND STAKEHOLDERS

### DIAMOND OFFICIAL HORSESHOES

Conform exactly to regulations of the National Horseshoe Pitchers Association.

Drop forged from tough steel and heat treated so that they will not chip or break. Cheap shoes which nick and splinter are dangerous to the hands.

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For outdoor as well as indoor pitching. Holder drilled at an angle to hold stake at correct angle of slope toward pitcher. Best materials, painted with rust-proof paint underground, white aluminum paint for the ten inches above ground.

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DIAMOND OFFICIAL.—Made in weights 2½ lbs., 2 lbs., 5 oz., 2 lbs., 6 oz., 2 lbs., 7 oz., 2½ lbs.

DIAMOND JUNIOR.—For Ladies and Children. Made in weights, 1½ lbs., 1 lb., 9 oz., 1 lb., 10 oz., 1 lb., 11 oz., 1¼ lbs.

**NATURE GAMES.** In this little 16 page pamphlet Professor Vinal of the New York State College of Forestry, Syracuse, has brought together over 50 nature games. Many of them have been adapted from the old games that have been handed down from generation to generation, and little ingenuity is required in modifying them for new games. The games are classified under "Rainy Day Games" (though these may all be played out of doors) and "Outdoor Games." Copies may be secured from Professor Vinal at 15 cents each.

**WHAT SHALL WE PLAY?** By Edna Geister. Published by George H. Doran Company. Price \$1.50

The latest contribution of Edna Geister, whose series of Fun Books is well known, is a book for children in which Miss Geister has taken fifty of her best games, adapted them for young children and explained them in a way that very little children can understand. The table of contents alone is intriguing with its classification of games under *Not Noisy Games*, *Very Noisy Games*, *Moving around Games*, *When the Aunts and Uncles Played Too*, *Sick-a-Bed Games*, *Table Games*, *For Hot Weather*, *Sidewalk Games*, *Running Games*, *Tag Games*, *Races*.

Delightful illustrations by Elizabeth MacKinstry add much to the charm of the book.

**OUR PLAYHOUSE.** By Ella Victoria Dobbs. Published by Rand McNally & Company, New York City. Price, 75 cents

A fascinating book is this industrial reader, practically each page of which is illustrated by photographs from life and line drawings. "The building of a house," says the writer, "whether it be a playhouse, a cottage or a mansion is a project of universal interest." In preparing this book the author has attempted to catch this keen interest as it appears in children—and she has done it most successfully—and through suggestion to help them

play their game to greater effect. The photographs show clearly the steps in the process of building and the procedure is outlined in a way that will appeal strongly to children.

**CHRISTMAS TIDE.** A Merry Christmas Collection of Songs and Melodies. Published by Pioneer Music Publishing Company, New York City. Price 75¢.

Christmas Carols and Hymns, including the old fashioned and traditional groups, Children's Carols and Christmas Songs for Little Folks, a Christmas Solo (*O Holy Night*) and Instrumental Numbers make up this collection.

A full musical score is given in each case.

**FANCY'S HOUR.** By Norman Schlichter. Published by The John C. Winston Company, Philadelphia. Price, \$1.50

These delightfully humorous story poems by the author of *Children's Voices* and *Songs of Mother* are dedicated to *All Children, Sure Guides in the Kingdom of Fancy*. Their whimsical humor and charm have a strong appeal to children.

**Recent Children's Books** is the title of a new reading list published by the American Library Association of Chicago. It describes about 30 books of the past year, giving publishers and prices. A more basic list called *Gifts for Children's Book-Shelves* has just been issued in a new edition. It tells of over 100 books grouped according to the age of the boys and girls for which the books are suited.



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*Gymnasium Apparatus*

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## Magazines and Pamphlets Recently Received

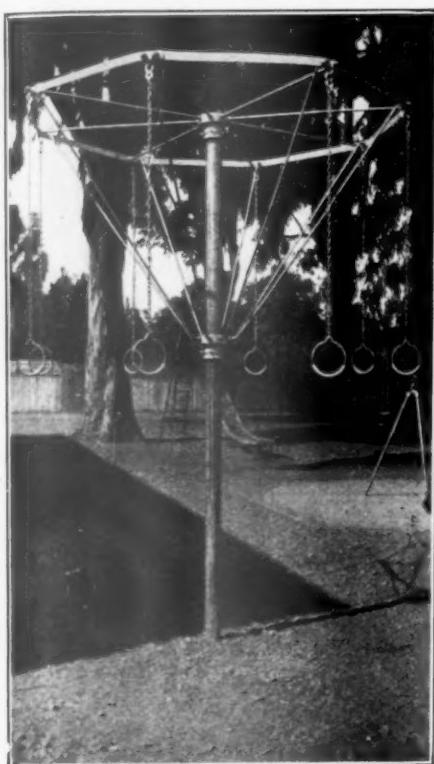
Containing Articles of Interest to Recreation Workers and Officials

### MAGAZINES

- The Survey, October 15, 1925  
Planned for 1960—and After—Palos Verdes, California
- Boys in Three Towns
- Landscape Architecture, October, 1925  
The Use of Fair Grounds as Recreational Centers  
By R. J. Pearse
- Improving Our Playgrounds  
By Weaver Pangburn
- Mind and Body, November, 1925  
The Preliminary Report of a Conference of Institutions Giving Professional Training in Physical Education
- Snowball Contest
- The Land of Nod on Christmas Eve—A Playlet
- Mind and Body, December, 1925  
A Sociological Study of Physical Education  
By J. F. Landis
- Athletic Strenuousness
- Young America at Christmas Time  
By Joseph Weissmuller
- American Physical Education Review, October, 1925  
Education to Meet the Needs of Modern Life  
By William C. Wood
- What are the Chances for the Survival of Amateur and Community Recreation in an Age of Professional and Commercial Recreation?  
By E. B. DeGroot
- The Work of the National Physical Education Service  
By George W. Braden
- Successful Clown Acts and Stunts  
By H. S. DeGroat
- American City, November, 1925  
Traffic Game for Children
- Town and College Join Forces in Recreational Program  
By Margaret Kressman
- Why Country Planning?  
By Frank A. Waugh
- Summer Civic Opera in Salt Lake City  
By Charlotte Stewart
- Community Centers Functioning Efficiently  
By Seymour Barnard
- "Safety Playgrounds" in Residential Blocks  
By Herbert D. Mendenhall, C.E., B.S.
- Physical Training, November, 1925  
Play Traits as Life Traits (editorial)  
Physical Efficiency Test and the Busy Physical Director  
By H. H. Bridgman
- A History of Football

### PAMPHLETS

- A 1925 Review of the Department of the Interior  
Obtainable from Government Printing Office
- Twenty-fifth Annual Report of the Director of Education of the Philippine Islands, 1924
- Parks and Playgrounds, 1925—Vancouver, B. C.
- Boston Tercentenary—Report of the Preliminary Survey Committee, 1925  
Obtainable from Printing Department, City of Boston
- Commonwealth Fund Program for the Prevention of Delinquency—Progress Report  
Obtainable from the Joint Committee on Methods of Preventing Delinquency, New York City
- Special Report of the Park Department of the City of Boston, 1925



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## Our Folks

Howard Willett, formerly Supervisor of Playgrounds in Chambersburg, Pennsylvania, has recently succeeded George Bellis as Superintendent of Recreation in Phoenixville, Pennsylvania.

Miss Mildred Schieber is now in charge of the year round recreation program in Millburn, New Jersey.

Miss Barbara Bailey has been appointed Director of Recreation for the town of Eastchester, New York. The town of Eastchester, which includes the villages of Tuckahoe, Bronxville and part of Scarsdale, recently secured through a referendum vote, an appropriation for year round recreation work.

Miss Thelma Carpenter is now Director of Recreation for the Playground Association in Jackson Heights, New York.

N. L. Mallison, formerly Supervisor of Playgrounds in the Houston Recreation Department, will begin work as Superintendent of Recreation in charge of the newly created Department of Recreation in West Palm Beach, Florida, beginning January first. Miss Dorothy Elderdice of Westminster, Maryland, will be associated with him

as Director of Dramatics and the Women's and Girls' Department.

Milton Apperson, formerly Assistant Director in Lynchburg, Virginia, is now Director of Recreation in Lexington, North Carolina.

On November first, David B. Wright, became Superintendent of Public Recreation in Sarasota, Florida, where a new Department of Public Recreation has recently been organized.

Miss Margaret Sparling has succeeded Miss Alice Channer as the Executive Secretary of Community Service in Hoquiam, Washington.

Michael Treado is the new Director of the Playground and Recreation Association in North Chicago, Illinois, succeeding Dewey Darling, who is studying this year at Springfield College, Springfield, Massachusetts.

Victor Berthiaum is the new Executive Secretary of Community Service in West Warren, Massachusetts.

## At the Conventions

The twenty-sixth annual convention of the American Institute of Park Executives was held at Rockford, Illinois, September 14th to 17th.

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From Katharine Lee Bates' book of plays, Little Robin Stay Behind, \$1.75. A charming play for children. St. Valentine entertains St. Agnes, St. Francis, St. Patrick and St. Elizabeth of Hungary in a dainty delicious bit of singing and folly.

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C. E. Chambers, Superintendent of Parks at Toronto, was elected President.

Among the subjects discussed at the Recreation Session were athletics, apparatus and accidents, swimming pools, recreation and legislation, and golf courses. R. Walter Jarvis, Superintendent of Parks and Recreation of Indianapolis, Indiana, presided over the session.

The President's Committee on Outdoor Recreation in February, 1925, created a commission to investigate and report to the Committee on all projects under consideration by the Departments of the Interior and Agriculture dealing with proposed enlargements or adjustments of National Parks or National Forests involving the interests of the two departments.

The Committee has made its report suggesting a number of changes in boundaries and recommending enlargements representing thousands of acres and road development.

Copies of the report may be secured from the President's Committee on Outdoor Recreation, Washington, D. C.

## Playground and Recreation Association of America

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**JOHN H. FINLEY, First Vice-President**

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